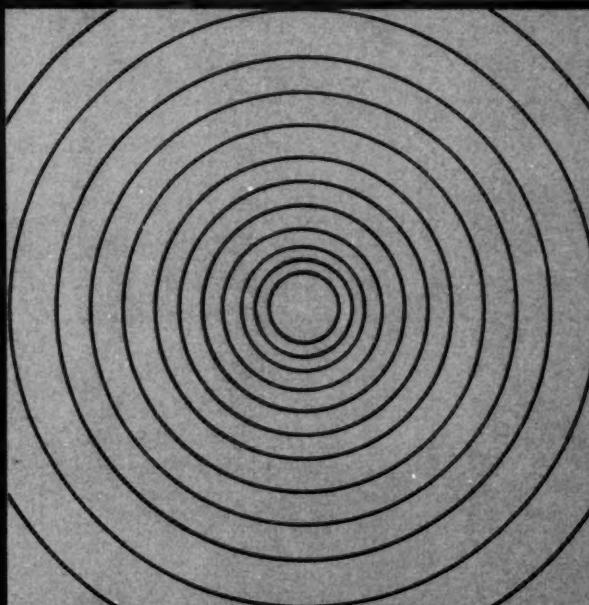


# Resources in Education

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VOLUME 13 • NUMBER 10



ED 154 105—155 301



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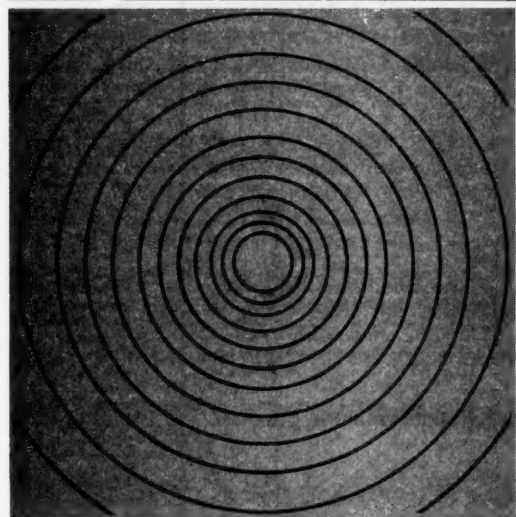
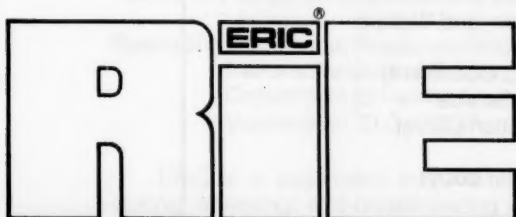
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# RESOURCES IN EDUCATION

ED 154 105—155 301

October 1978

Volume 13 • Number 10



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## Introduction

**Resources in Education (RIE)**—A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

**Sponsor:** Educational Resources Information Center (ERIC)  
National Institute of Education (NIE)  
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Washington, D.C. 20208

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 Clearinghouses located at universities or with professional organizations across the country. These Clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The Clearinghouses are listed on the inside back cover.

**Organization of Journal:** *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, and Institution.

**Availability of Documents:** The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in either microfiche (MF) or hard copy (HC). The price per document is based on the number of pages and is subject to change over time. Current price information for documents, microfiche, and subscriptions to microfiche collections, is to be found on the page entitled "How To Order ERIC Documents," in the most recent issue of RIE.

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# Introduction

## 1. General Introduction

The purpose of this study is to investigate the effects of the proposed system on the performance of the system. The system is designed to improve the efficiency of the system and to reduce the time required for the system to complete its tasks. The system is designed to be flexible and to be able to adapt to changes in the system. The system is designed to be able to handle a large number of tasks and to be able to handle a large number of users. The system is designed to be able to handle a large number of tasks and to be able to handle a large number of users.

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## DOCUMENT SECTION

## SAMPLE RESUME ENTRY

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**Author(s).**

**Title.**

**Organization where document originated.**

**Date published.**

**Contract or Grant Number.**

**Alternate source for obtaining document.**

**EDRS—availability through the ERIC Document Reproduction Service.** "MF" means microfiche; "HC" means hard copy, i.e., reproduced paper copy. When described as "Not Available From EDRS", alternate sources are cited above. Prices are subject to change; for latest price schedule see page on "How to Order ERIC Documents," in the most recent issue of RIE.

**Clearinghouse accession number.**

**Sponsoring Agency**—agency responsible for initiating, funding, and managing the research project.

**Report Number**—assigned by originator.

**Descriptive Note** (pagination first).

**Descriptors**—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

**Identifiers**—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*. Only the major terms, preceded by an asterisk, are printed in the subject index.

**Informative Abstract.**

**Abstractor's initials.**

**ED 654 321**

CE 123 456

*Smith, John D. Johnson, Jane*

Career Education for Women

Central Univ., Chicago, Ill.

Spons Agency—National Inst. of Education  
(DHEW), Washington, D.C.

Report No.—CU-2081-S

Pub Date May 73

Contract—NIE-C-73-0001

Note—129p; Presented at the National Conference on  
Career Education (3rd, Chicago, Ill., May 15-17,  
1973)

Available from—Campus Bookstore, 123 College  
Ave., Chicago, Ill. 60690 (\$3.25)

**EDRS: MF-\$0.83 HC-\$7.35**

Descriptors—\*Career Opportunities, Career Plan-  
ning, Careers, \*Demand Occupations, \*Employ-  
ment Opportunities, Females, Labor Force, Labor  
Market, \*Manpower Needs, Occupational Aspira-  
tion, Occupational Guidance, Occupations, Voca-  
tional Counseling, \*Working Women

Identifiers—Consortium of States, \*National Occu-  
pational Competency Testing Institute, Illinois

Women's opportunities for employment will be di-  
rectly related to their level of skill and experience but  
also to the labor market demands through the remain-  
der of the decade. The number of workers needed for  
all major occupational categories is expected to in-  
crease by about one-fifth between 1970 and 1980, but  
the growth rate will vary by occupational group. Pro-  
fessional and technical workers are expected to have  
the highest predicted rate (39 percent), followed by  
service workers (35 percent), clerical workers (26  
percent), sales workers (24 percent), craftsmen and  
foremen (20 percent), managers and administrators  
(15 percent), and operatives (11 percent). This publi-  
cation contains a brief discussion and employment  
information concerning occupations for professional  
and technical workers, managers and administrators,  
skilled trades, sales workers, clerical workers, and  
service workers. In order for women to take advantage  
of increased labor market demands, employer atti-  
tudes toward working women need to change and  
women must: (1) receive better career planning and  
counseling, (2) change their career aspirations, and (3)  
fully utilize the sources of legal protection and assist-  
ance which are available to them. (SB)

# Document Resumes

1

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
CE—Adult, Career, and Vocational Education.....	1	PS—Early Childhood Education.....	112
CG—Counseling and Personnel Services.....	26	RC—Rural Education and Small Schools.....	118
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EA—Educational Management.....	53	SO—Social Studies/Social Science Education.....	134
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HE—Higher Education.....	78	UD—Urban Education.....	160
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JC—Junior Colleges.....	102		

## ED 154 109 CE 013 568

Lee, Connie W. And Others

### Fourth Progress and Information Report of the Vocational-Technical Education Consortium of States. (VOTECs.)

Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Occupational Education Institutions; Vocational Technical Education Consortium of States, Atlanta, Ga.

Pub Date Jul 77

Note—90p.; Parts may not reproduce well due to paper and ink color contrast

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*Administrative Organization, Catalogs, Computer Programs, Consortia, Cooperative Planning, \*Curriculum Development, Delivery Systems, Diffusion, Methods, Occupational Surveys, Organization, \*Performance Based Education, Production Techniques, Program Coordination, Program Design, Program Evaluation, \*Program Improvement, Program Planning, Quality Control, \*Technical Education, \*Vocational Education  
Identifiers—Vocational Technical Education Consortium States

Five areas of concern relating to the Vocational-Technical Education Consortium of States (VOTECs) are documented in this report. First, following an introduction which discusses the purpose of the VOTECs system (to develop materials for performance based instruction), the organizational structure of the sixteen-state consortium is presented, including information on the administrative agency, the board of directors, the central staff, the technical coordinators, and the project directors. Second, information is given on the methods and procedures for VOTECs product development and review. The VOTECs model, occupational survey, computer systems and services, and quality control features are also discussed. Third, project status in terms of completion schedule, state diffusion strategies, and the National Institute of Education proposal are reviewed. (Of the 114 projects to develop catalogs of performance objectives and criterion-referenced measures, thirty-five are completed with catalogs now available.) Fourth, newly developed, proposed, and implemented techniques are described and the following areas are included: computer systems and services advancement; catalog revision and updating cycle; linkage between VOTECs catalogs and classroom delivery systems; third-party evaluation of VOTECs; and the Delphi technique for long range planning techniques. Lastly, information is given on the fees for membership and the catalogs. The following information is appended: the VOTECs bylaws; names and addresses of

board members, staff members, and technical coordinators in member states; VOTECs staff resumes; and a table of project titles with corresponding job titles. (JH)

## ED 154 110

Bryant, Nancy H.

### Practical Considerations in Evaluating Patient/Consumer Health Education Programs.

Center for Disease Control (DHEW/PHS), Atlanta, Ga.

Pub Date Aug 76

Note—7p.; Paper presented at the National Conference on Hospital-Based Patient Education (Chicago, Illinois, August 9-10, 1976); For related documents see CE 013 467-483 and CE 013 609

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Case Studies, Educational Development, Evaluation Methods, Health Education, Health Personnel, Health Services, Hospital Personnel, Hospitals, \*Hospital Schools, \*Medical Services, Patients (Persons), Program Effectiveness, \*Program Evaluation, Public Health

Identifiers—Patient Education

This report contains brief descriptions of seven evaluative efforts and outcomes of health education programs, some considerations of problems encountered in evaluating the programs, and detailed descriptions of two case studies: (1) a process evaluation of preoperative teaching and (2) a retrospective study of visiting nurse association use by patients with diabetes and ostomies. (TA)

## ED 154 111

### Hospital Inpatient Education. Survey Findings and Analyses, 1975.

American Hospital Association, Chicago, Ill. Spons Agency—Center for Disease Control (DHEW/PHS), Atlanta, Ga.

Pub Date 77

Contract—200-75-0542

Note—86p.; Some tables may not reproduce well due to small print; For related documents see CE 013 467-483 and CE 013 608

Available from—Center for Disease Control, Bureau of Health Education, Community Program Development Division, Atlanta, Georgia 30333

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*Administrator Role, Health Personnel, Health Services, \*Hospital Personnel, \*Hospitals, \*Hospital Schools, \*Management, \*Medical Services, National Surveys, Organizational Development, Patients (Persons), Program Development, Program Effectiveness, Program Planning, Public Health  
Identifiers—Patient Education, United States

A national study of inpatient education was conducted in 1975 by the American Hospital Association to obtain a current assessment of organized patient education programs in hospitals in order to guide the subsequent development of effective inpatient education programs. The survey sought information about organizational structures relating to patient education and about specific education programs. A universe of 2,680 hospitals was used for data analysis; to support and clarify survey findings, eleven group discussion meetings were held with staff from eighty-two hospitals. It was concluded that hospitals differ in where they place the responsibility for patient education and in how they undertake the patient education task. Flexibility is required in making management decisions so that these decisions best fit the needs of the hospital. In addition, management must be aware of what is involved in accomplishing the task and how the decisions they make will affect that task. The survey showed that there were many programs developed for specific patient populations that could be obtained and shared. Analysis of those that were obtained emphasized the wide range of sophistication of outlines of programs—for example, the clearness of objectives as well as the correlation of objectives to methods and evaluation. (Twenty-nine appendixes containing materials used in the survey and data analyses are included.) (TA)

## ED 154 112

Guilbert, J.J.

### Educational Handbook for Health Personnel. Fourth Edition. WHO Offset Publication No. 35.

World Health Organization, Geneva (Switzerland).

Pub Date 77

Note—335p.

Available from—WHO Publications, Centre USA, 49 Sheridan Avenue, Albany, New York 12210 (ISBN 92 4 170035 1, \$11.20)

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—\*Curriculum Development, \*Educational Objectives, Guidelines, \*Health Occupations Education, Participant Involvement, Program Development, \*Student Evaluation, Student Participation, Teacher Education, Teaching Guides, \*Test Construction, Workshops

Intended for use by teachers of health sciences at all levels, by health administrators with staff supervision responsibilities, and by students, this fourth edition (a reprint of the 1976 edition with only minor editorial changes) is intended to help readers acquire three skills: to define the educational objectives of professional training pro-



grams; to plan a learning curriculum; and to evaluate the objectives achieved by constructing tests and other measurement devices. These goals constitute the subject matter of the first four chapters. Chapter 5, *How to Organize a Short Educational Workshop*, provides a systematic approach to educational problems and uses the following education principles: (1) allowing the participant to prepare and select his objectives in order to increase his motivation; (2) giving the participant an active role in his teaching to increase its effectiveness; and (3) providing the participant with regular opportunities for self-evaluation to increase his learning speed and improve the quality of his knowledge and skills. Each chapter contains a list of learning objectives covering its content, and tests and exercises are interspersed throughout the theoretical text pages. Key pages of text and charts are printed in extra large type so that they can be made into transparencies for overhead projection. Also included are a pretest and posttest, a glossary index of terms, and a bibliography. (ELG)

**ED 154 113** CE 014 192

*Himmelstrup, Per*  
**The Danish Folk High School.**  
Syddjysk Universitetscenter, Esbjerg (Denmark).  
Note—20p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Adult Education, \*Adult Education Programs, \*Educational History, \*Educational Philosophy, Lecture, Post Secondary Education, Young Adults

Identifiers—\*Denmark, \*Folk High Schools, Grundtvig (Nikolaj Frederik Severin), Kold (Kristen Mikkelsen)

This lecture explains the history, purpose, and future of the Danish folk high school, considered a small but vital part of that country's adult education system. As an introduction, the term, folk high school, is defined to mean a school for young adults, usually nineteen or twenty years old, which deals with the individual's role in life and society. In examining the historical background of these schools from the Napoleonic wars to the present, emphasis is placed on two influential personalities who emerged in the 1800's. Following a brief biography of Nikolaj Frederik Severin Grundtvig, the founder of the folkhighed, or folk high school, is a synopsis of his educational philosophy and that of his disciple, Christen Kold. Three purposes are identified for the schools: (1) to make students love and understand their national history, culture, and art; (2) to awaken them to the wealth of spiritual life; and (3) to help educate them to assume civic and democratic responsibility. The current status of the schools and their future value are both considered as well as the sponsors and public support for the whole area of adult education. Also included is a short commentary on the folk high school in Sweden and Norway. (ELG)

**ED 154 114** CE 014 394

*Andreyka, Robert E.*  
**Leadership Competencies in Vocational Education: Implications for Preservice Education.**  
Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.  
Pub Date [76]

Note—21p.; Table 2 will not reproduce well due to small, broken type

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Administrative Personnel, \*Job Skills, \*Leadership Responsibility, Performance Based Education, Preservice Education, \*Professional Training, Rating Scales, Skill Analysis, Staff Improvement, \*Supervisors, \*Vocational Education

Since a competency-based approach to training supervisors and administrators of vocational education programs appears to be one solution to the problem of inadequate personnel programs, a study was conducted to identify professional competencies required of supervisors and administrators in successfully fulfilling their leadership roles. The study also sought to discover if there are different competencies required for each group. An eighty-four-item descriptive survey instrument was distributed to 282 supervisors and administrators in the state of Florida. Respondents were asked to rate each listed competency on a six-point scale as to its importance. Based on a fifty-two percent return, a one-way analysis of variance was applied to determine if significant differences existed between the mean importance ratings of competencies among groups of ad-

ministrators and supervisors. A t-test was also used to determine significant differences in perception of the importance of competencies between supervisors and administrators. The study concluded that the responsibilities of vocational education supervisors and administrators are varied and that competencies important to them do not vary greatly. The study also concluded that the competencies required for supervisors and administrators are somewhat similar. (Author/JH)

**ED 154 115** CE 014 846

*Rekkedal, Torstein*  
**Correspondence Studies. Recruitment, Achievement and Discontinuation. (Condensed and Abridged.)**

NKI-Skolen Undervisningssentrum, Oslo (Norway).  
Pub Date 72

Note—51p.; Some figures and tables may not reproduce well due to small print

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Academic Achievement, \*Correspondence Study, Dropout Characteristics, \*Dropout Problems, Dropout Rate, Educational Problems, Enrollment Influences, Foreign Countries, Geographic Distribution, Home Study, \*Persistence, \*Predictor Variables, School Demography, School Registration, School Statistics, Student Characteristics, \*Student Recruitment

Identifiers—Norway (Oslo)

Data from the files of 1,417 students who were registered in correspondence courses at the NKI School in Norway from 1967-1968 were analyzed to acquire a general view of some problem areas in correspondence instruction. The areas of focus were recruitment, persistence, students' reasons for discontinuance, and correlations between background and criterion variables. The findings include the following: persons enrolling to attend home study courses at the NKI School appear to be in a situation of prolonged period of study; for most of the students, a relatively small number of years have elapsed since their last school experience; NKI School attracts most students from towns and industrial areas while rural areas are underrepresented; the student body consists practically of male students only; generally, the discontinuance rate is high; no relations were found between discontinuance and domestic background; discontinuance is most frequent in the preliminary stages of the course; discontinuance reaches its peak rates during the months April to July; and there are clear relations between the background variables of age, previous education, and number of years since the last school experience and important criterion variables regarding study progress and accomplishments. (EM)

**ED 154 116** 08 CE 014 851

*Spencer, Carl*  
**Lincoln Experience-Based Career Education Project. Interim Report, 1976-77.**  
Lincoln Public Schools, Nebr.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—502AH60118

Pub Date Nov 77

Grant—G07-76-00093(502)

Note—271p.; Not available in hard copy due to reproducibility problems

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Career Education, Educational Objectives, High School Curriculum, \*Instructional Materials, Learning Activities, \*Program Administration, Program Content, Program Descriptions, \*Program Development, \*Program Evaluation, Secondary Education, Vocational Development

Identifiers—Experience Based Career Education Program, Nebraska (Lincoln)

A project was done to assist four high schools to install programs for students which incorporate experience-based career education (EBCE) philosophy and activities and assist in the construction of district-wide structures which support these programs. The major components of project activities were project management, tenth-grade sequence of career/educational planning guidance activities, developing a system for delivering instruction, developing a career exploration system, establishing a career guidance system, and installation of the program. To date, the project has considerable support and acceptance from the

central office administration and administrators in each school, and the EBCE program is installed, somewhat tentatively, in the district and the high schools. (The text of this report contains copies of project materials, such as reports, booklets, learning package, publicity articles, forms, and an EBCE model. An extensive project evaluation report is appended. Also, the color-coded appendix comprising one-half of this report includes process goals by component, staff vitae and job descriptions, tenth grade course (includes for each of four units the following: the course goal; unit goals; unit objectives; and daily lesson topics with objectives, learning principles, learning activities correlated with procedures and resources, evaluation, and assignment), a student workbook, and seven EBCE flipcharts.) (EM)

**ED 154 117** CE 014 869

**Alternation between Work and Education. A Study of Educational Leave of Absence at Enterprise Level.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 78

Note—97p.

Available from—Organisation for Economic Cooperation and Development, 2, rue Andre-Pascal, 75775 Paris CEDEX 16, France (\$6.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Access to Education, Business Cycles, Case Studies, Cost Effectiveness, Educational Demand, Educational Finance, \*Educational Objectives, \*Educational Opportunities, Employees, \*Employer Employee Relationship, Employment Level, Employment Practices, Foreign Countries, Government Role, Individual Development, Job Training, \*Labor Education, \*Leave of Absence, Organizational Effectiveness, Personnel Policy, Public Policy, Social Values, Staff Improvement, State of the Art Reviews

Identifiers—United States

The study reported here involves six countries (Germany, Italy, Yugoslavia, United Kingdom, United States, and Sweden) and focuses on the ways in which those who are actively employed have access to opportunities to alternate education and training with their employment. The first chapter discusses the study structure and defines the field covered in the study. In chapter 2 the major issues are discussed, including the availability of information; educational leave, equity, and efficiency; and responsibility and control. Chapter 3 analyzes the data collected from firms in these countries where alternation between work and education was developed. This information, treated as case studies, is divided into five sections as follows: internal and external provision of educational leave, demand for leave, duration and distribution, evaluation, and the implications for career patterns. The last chapter on the relation between educational leave and broader social and labor market policies includes the following five sections: the parameters of educational leave—external constraints and internal factors; educational leave and the segmentation of the labor market; qualitative aspects—technological developments, work reorganization, and industrial democracy; the role of public authorities; and concluding comments. A list of the firms studied and the grid used as a framework for the case studies are appended. (EM)

**ED 154 118** CE 014 942

*Grimes, Daniel B.*  
**K-8 Career Awareness/Exploration Curriculum Materials. Final Report.**

Marion County Intermediate Education District, Salem, Oreg.

Spons Agency—Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Pub Date 30 Oct 77

Grant—24-000-161

Note—26p.; For related documents see CE 014 951-960

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Career Awareness, \*Career Education, Communication Skills, Creative Development, \*Curriculum Development, Decision Making Skills, Elementary Education, Field Studies, Individual Development, Integrated Curriculum, Mental Development,

\*Occupational Information, Occupations, Physical Development, \*Role Perception, \*Work Attitudes  
Identifiers—Oregon

To assist local school districts by making available curriculum materials that can be incorporated into the regular instructional program, a set of career awareness curriculum kits were developed by elementary and junior high school teachers in Oregon for grades K-8. The curriculum was based upon five program goals which were mastered by a set of course goals, performance indicators, instructional goals, and classroom activities (220 activities make up the heart of the curriculum kit.) The program goals were stated as follows: identify and develop attitudes about the world of work; acquire knowledge about the world of work; identify individuality and continue to develop a relationship with occupational roles; develop skills in decision making, communicating, and creating as related to the world of work; and develop physical and mental skills related to occupational roles. The curriculum kits were field tested by 160 teachers and 4,000 students. Based on the results of the field test, the kits were revised and then printed for distribution and marketing. Finally, recommendations were made to state education agencies and/or local education agencies wishing to adopt/adapt the curriculum. (The curriculum materials are available in ten separate documents, CE 014 951-960.) (BM)

**ED 154 119** CE 014 951  
Grimes, Daniel B., Ed. And Others

**Career Awareness/Exploration Curriculum Kit. Grades K-3. Program Four.**

Marion County Intermediate Education District, Salem, Ore.

Spons Agency—Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Pub Date [77]  
Grant—24-000-161

Note—69p.; Some pages may reproduce poorly due to colored paper and small type; For related documents see CE 014 952-960 and CE 014 942

Available from—Continuing Education Publications, P.O. Box 1491, Portland, Oregon 97207 (\$49.95 for each K-3 and 4-8 set)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Career Awareness, \*Career Education, \*Communication Skills, Course Objectives, \*Creative Development, Curriculum Guides, \*Decision Making Skills, Indexes (Locators), Integrated Curriculum, \*Learning Activities, Occupations, Performance Criteria, Primary Education, Resource Materials, Role Perception

Designed for integration into existing school curriculum, this is the fourth in a series of five career education curriculum kits for teachers of grades K-3. Each kit pertains to one of five specified career education program goals. The goal for this curriculum kit is, "Develop skills in decision-making, communicating, and creating as related to the world of work." For this goal, four course goals are listed accompanied by suggested performance indicators. Sixteen appropriate classroom activities are detailed and the following information is included for each one: activity goal; grade level; skills required to perform the activity; number of students for which the activity was designed; time needed to do the activity; materials needed; and procedures. Also included is a cross index by goals and activities and a six-page implementation handbook. (These five kits are part of a series of ten career education kits; the other five kits cover the same five career education goals for grades 4-8.) (JH)

**ED 154 120** CE 014 952  
Grimes, Daniel B., Ed. And Others

**Career Awareness/Exploration Curriculum Kit. Grades K-3. Program Three.**

Marion County Intermediate Education District, Salem, Ore.

Spons Agency—Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Pub Date [77]  
Grant—24-000-161

Note—69p.; Some pages may reproduce poorly due to colored paper and small type; For related documents see CE 014 951-960 and CE 014 942

Available from—Continuing Education Publications, P.O. Box 1491, Portland, Oregon 97207 (\$49.95 for each K-3 and 4-8 set)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Career Awareness, \*Career Education, Course Objectives, Curriculum Guides, Indexes (Locators), Individual Characteristics, \*Individual Development, Integrated Curriculum, \*Learning Activities, \*Occupations, Performance Criteria, Primary Education, Resource Materials, \*Role Perception

Designed for integration into existing school curriculum, this is the third in a series of five career education curriculum kits for teachers of grades K-3. Each kit pertains to one of five specified career education program goals. The goal for this curriculum kit is, "Students will identify their individuality and continue to develop a relationship with occupational roles." For this goal, four course goals are listed accompanied by suggested performance indicators. Sixteen appropriate classroom activities are detailed and the following information is included for each one: activity goal; grade level; skills required to perform the activity; number of students for which the activity was designed; time needed to do the activity; materials needed; and procedures. Also included is a cross index by goals and activities and a six-page implementation handbook. (These five kits are part of a series of ten career education kits; the other five kits cover the same five career education goals for grades 4-8.) (JH)

**ED 154 121** CE 014 953  
Grimes, Daniel B., Ed. And Others

**Career Awareness/Exploration Curriculum Kit. Grades K-3. Program Five.**

Marion County Intermediate Education District, Salem, Ore.

Spons Agency—Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Pub Date [77]  
Grant—24-000-161

Note—63p.; Some pages may reproduce poorly due to colored paper and small type; For related documents see CE 014 951-960 and CE 014 942

Available from—Continuing Education Publications, P.O. Box 1491, Portland, Oregon 97207 (\$49.95 for each K-3 and 4-8 set)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Career Awareness, Career Education, Course Objectives, Curriculum Guides, Indexes (Locators), Integrated Curriculum, \*Learning Activities, \*Mental Development, \*Occupations, Performance Criteria, \*Physical Development, Primary Education, Resource Materials, \*Role Perception

Designed for integration into existing school curriculum, this is the fifth in a series of five career education curriculum kits for teachers of grades K-3. Each kit pertains to one of five specified career education program goals. The goal for this curriculum kit is, "Students will develop physical and mental skills related to occupational goals." For this goal, three course goals are listed accompanied by suggested performance indicators. Twelve appropriate classroom activities are detailed and the following information is included for each one: activity goal; grade level; skills required to perform the activity; number of students for which the activity was designed; time needed to do the activity; materials needed; and procedures. Also included is a cross index by goals and activities and a six-page implementation handbook. (These five kits are part of a series of ten career education kits; the other five kits cover the same five career education goals for grades 4-8.) (JH)

**ED 154 122** CE 014 954  
Grimes, Daniel B., Ed. And Others

**Career Awareness/Exploration Curriculum Kit. Grades K-3. Program One.**

Marion County Intermediate Education District, Salem, Ore.

Spons Agency—Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Pub Date [77]  
Grant—24-000-161

Note—69p.; Some pages may reproduce poorly due to colored paper and small type; For related documents see CE 014 951-960 and CE 014 942

Available from—Continuing Education Publications, P.O. Box 1491, Portland, Oregon 97207 (\$49.95 for each K-3 and 4-8 set)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Career Awareness, \*Career Education, Course Objectives, Curriculum Guides, Indexes (Locators), Integrated Curriculum, \*Learning Activities, \*Occupations, Performance Criteria, Primary Education, Resource Materials, \*Work Attitudes

Designed for integration into existing school curriculum, this is the first in a series of five career education curriculum kits for teachers of grades K-3. Each kit pertains to one of five specified career education program goals. The goal for this curriculum kit is, "Students will identify and develop attitudes about the world of work." For this goal, four course goals are listed accompanied by suggested performance indicators. Sixteen appropriate classroom activities are detailed and the following information is included for each one: activity goal; grade level; skills required to perform the activity; number of students for which the activity was designed; time needed to do the activity; materials needed; and procedures. Also included is a cross index by goals and activities and a six-page implementation handbook. (These five kits are part of a series of ten career education kits; the other five kits cover the same five career education goals for grades 4-8.) (JH)

**ED 154 123** CE 014 955  
Grimes, Daniel B., Ed. And Others

**Career Awareness/Exploration Curriculum Kit. Grades K-3. Program Two.**

Marion County Intermediate Education District, Salem, Ore.

Spons Agency—Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Pub Date [77]  
Grant—24-000-161

Note—89p.; Some pages may reproduce poorly due to colored paper and small type; For related documents see CE 014 951-960 and CE 014 942

Available from—Continuing Education Publications, P.O. Box 1491, Portland, Oregon 97207 (\$49.95 for each K-3 and 4-8 set)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Career Awareness, \*Career Education, Course Objectives, Curriculum Guides, Indexes (Locators), Integrated Curriculum, \*Learning Activities, \*Occupational Information, Performance Criteria, Primary Education, Resource Materials

Designed for integration into existing school curriculum, this is the second in a series of five career education curriculum kits for teachers of grades K-3. Each kit pertains to one of five specified career education program goals. The goal for this curriculum kit is, "Students will acquire knowledge about the world of work." For this goal, four course goals are listed accompanied by suggested performance indicators. Sixteen appropriate classroom activities are detailed and the following information is included for each one: activity goal; grade level; skills required to perform the activity; number of students for which the activity was designed; time needed to do the activity; materials needed; and procedures. Also included is a cross index by goals and activities and a six-page implementation handbook. (These five kits are part of a series of ten career education kits; the other five kits cover the same five career education goals for grades 4-8.) (JH)

**ED 154 124** CE 014 956  
Grimes, Daniel B., Ed. And Others

**Career Awareness/Exploration Curriculum Kit. Grades 4-8. Program Two.**

Marion County Intermediate Education District, Salem, Ore.

Spons Agency—Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Pub Date [77]  
Grant—24-000-161

Note—106p.; Some pages may reproduce poorly due to colored paper; For related documents see CE 014 951-960 and CE 014 942

Available from—Continuing Education Publications, P.O. Box 1491, Portland, Oregon 97207 (\$49.95 for each K-3 and 4-8 set)

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Career Awareness, \*Career Education, Course Objectives, Curriculum Guides, Indexes (Locators), Intermediate Grades, Junior High Schools, \*Learning Activities, \*Occupational Information, Performance Criteria, Resource Materials

Designed for integration into existing school curriculum, this is the second in a series of five career education curriculum kits for teachers of grades 4-8. Each kit pertains to one of five specified career education program goals. The goal for this curriculum kit is, "The student will acquire knowledge about the world of work." For this goal, three course goals are listed accompanied by suggested performance indicators. Twenty-seven appropriate classroom activities are detailed and the following information is included for each one: activity goal; grade level; skills required to perform the activity; number of students for which the activity was designed; time needed to do the activity; materials needed; and procedure. Also included is a cross index by goals and activities and a six-page implementation handbook. (These five kits are part of a series of ten career education kits; the other five kits cover the same five career education goals for grades K-3.) (JH)

**ED 154 125** CE 014 957

Grimes, Daniel B., Ed. And Others  
Career Awareness/Exploration Curriculum Kit.  
Grades 4-8. Program Four.  
Marion County Intermediate Education District,  
Salem, Oreg.

Spons Agency—Oregon State Dept. of Education,  
Salem. Career and Vocational Education Section.

Pub Date [77]  
Grant—24-000-161

Note—166p.; Some pages may reproduce poorly  
due to colored paper; For related documents  
see CE 014 951-960 and CE 014 942

Available from—Continuing Education Publications,  
P.O. Box 1491, Portland, Oregon 97207  
(\$49.95 for each K-3 and 4-8 set)

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—\*Career Awareness, \*Career Education,  
\*Communication Skills, Course Objectives,  
\*Creative Development, Curriculum Guides,  
\*Decision Making Skills, Indexes (Locators),  
Intermediate Grades, Junior High Schools,  
\*Learning Activities, Occupations,  
Performance Criteria, Resource Materials, Role  
Perception

Designed for integration into existing school curriculum, this is the fourth in a series of five career education curriculum kits for teachers of grades 4-8. Each kit pertains to one of five specified career education program goals. The goal for this curriculum kit is, "The students will develop skills in decision making, communicating, and creating as related to the world of work." For this goal, four course goals are listed accompanied by suggested performance indicators. Thirty-six appropriate classroom activities are detailed and the following information is included for each one: activity goal; grade level; skills required to perform the activity; number of students for which the activity was designed; time needed to do the activity; materials needed; and procedure. Also included is a cross index by goals and activities and a six-page implementation handbook. (These five kits are part of a series of ten career education kits; the other five kits cover the same five career education goals for grades K-3.) (JH)

**ED 154 126** CE 014 958

Grimes, Daniel B., Ed. And Others  
Career Awareness/Exploration Curriculum Kit.  
Grades 4-8. Program Five.

Marion County Intermediate Education District,  
Salem, Oreg.

Spons Agency—Oregon State Dept. of Education,  
Salem. Career and Vocational Education Section.

Pub Date [77]  
Grant—24-000-161

Note—98p.; Some pages may reproduce poorly  
due to colored paper; For related documents  
see CE 014 951-960 and CE 014 942

Available from—Continuing Education Publications,  
P.O. Box 1491, Portland, Oregon 97207  
(\$49.95 for each K-3 and 4-8 set)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Career Awareness, Career Education,  
Course Objectives, Curriculum Guides, Indexes (Locators),  
Intermediate Grades, Junior High Schools,  
\*Learning Activities, \*Mental Development,  
\*Occupations, Performance Criteria,  
\*Physical Development, Resource Materials,  
\*Role Perception

Designed for integration into existing school curriculum, this is the fifth in a series of five

career education curriculum kits for teachers of grades 4-8. Each kit pertains to one of five specified career education program goals. The goal for this curriculum kit is, "The students will develop physical and mental skills related to occupational roles." For this goal, three course goals are listed accompanied by suggested performance indicators. Twenty-seven appropriate classroom activities are detailed and the following information is included for each one: activity goal; grade level; skills required to perform the activity; number of students for which the activity was designed; time needed to do the activity; materials needed; and procedure. Also included is a cross index by goals and activities and a six-page implementation handbook. (These five kits are part of a series of ten career education kits; the other five kits cover the same five career education goals for grades K-3.) (JH)

**ED 154 127** CE 014 959

Grimes, Daniel B., Ed. And Others  
Career Awareness/Exploration Curriculum Kit.  
Grades 4-8. Program Three.

Marion County Intermediate Education District,  
Salem, Oreg.

Spons Agency—Oregon State Dept. of Education,  
Salem. Career and Vocational Education Section.

Pub Date [77]  
Grant—24-000-161

Note—131p.; Some pages may reproduce poorly  
due to colored paper; For related documents  
see CE 014 951-960 and CE 014 942

Available from—Continuing Education Publications,  
P.O. Box 1491, Portland, Oregon 97207  
(\$49.95 for each K-3 and 4-8 set)

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Career Awareness, \*Career Education,  
Course Objectives, Curriculum Guides, Indexes (Locators),  
Individual Characteristics, \*Individual Development,  
Intermediate Grades, Junior High Schools, \*Learning Activities,  
\*Occupations, Performance Criteria, Resource Materials,  
\*Role Perception

Designed for integration into existing school curriculum, this is the third in a series of five career education curriculum kits for teachers of grades 4-8. Each kit pertains to one of five specified career education program goals. The goal for this curriculum kit is, "The students will identify their individuality and continue to develop a relationship with occupational roles." For this goal, three course goals are listed accompanied by suggested performance indicators. Twenty-seven appropriate classroom activities are detailed and the following information is included for each one: activity goal; grade level; skills required to perform the activity; number of students for which the activity was designed; time needed to do the activity; materials needed; and procedure. Also included is a cross index by goals and activities and a six-page implementation handbook. (These five kits are part of a series of ten career education kits; the other five kits cover the same five career education goals for grades K-3.) (JH)

**ED 154 128** CE 014 960

Grimes, Daniel B., Ed. And Others  
Career Awareness/Exploration Curriculum Kit.  
Grades 4-8. Program One.

Marion County Intermediate Education District,  
Salem, Oreg.

Spons Agency—Oregon State Dept. of Education,  
Salem. Career and Vocational Education Section.

Pub Date [77]  
Grant—24-000-161

Note—110p.; Some pages may reproduce poorly  
due to colored paper; For related documents  
see CE 014 951-959 and CE 014 942

Available from—Continuing Education Publications,  
P.O. Box 1491, Portland, Oregon 97207  
(\$49.95 for each K-3 and 4-8 set)

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Career Awareness, \*Career Education,  
Course Objectives, Curriculum Guides, Indexes (Locators),  
Integrated Curriculum, Intermediate Grades, Junior High Schools,  
\*Learning Activities, \*Occupations, Performance Criteria,  
Resource Materials, \*Work Attitudes

Designed for integration into existing school curriculum, this is the first in a series of five career education curriculum kits for teachers of grades 4-8. Each kit pertains to one of five specified career education program goals. The

goal for this curriculum kit is, "The student will identify and develop attitudes about the world of work." For this goal, three course goals are listed accompanied by suggested performance indicators. Twenty-seven appropriate classroom activities are detailed and the following information is included for each one: activity goal; grade level; skills required to perform the activity; number of students for which the activity was designed; time needed to do the activity; materials needed; and procedure. Also included is a cross index by goals and activities and a six-page implementation handbook. (These five kits are part of a series of ten career education kits; the other five kits cover the same five career education goals for grades K-3.) (JH)

**ED 154 129** CE 014 961

Dauzat, Sam V.

Louisiana Adult Performance Level Pilot Study: A  
Comparative Analysis of APL Competency-  
Based Instructional Programs. Final Report.

Louisiana Tech Univ., Ruston. Coll. of Education.

Spons Agency—Louisiana State Dept. of Education,  
Baton Rouge. Bureau of Adult and Community Education.

Pub Date [78]

Grant—ABE-2B-1977

Note—82p.; Not available in hard copy due to  
reproducibility problems

**EDRS Price MF-\$0.83 Plus Postage. HC Not  
Available from EDRS.**

Descriptors—\*Academic Achievement, \*Adult Basic Education, Adult Learning, Adult Students,  
Basic Skills, Control Groups, \*Conventional Instruction, Daily Living Skills,  
Educational Research, Experimental Groups,  
\*Experimental Teaching, \*Program Effectiveness,  
\*School Holding Power

Identifiers—\*Adult Performance Level

Adults enrolled in local adult basic education programs at six sites in Louisiana were used to compare the credibility of Adult Performance Level (APL) competency-based instructional programs (experimental group) with traditional adult education instructional activities (control group). Focus was on determining the correlation between grade level achievement and APL objectives, impact on the retention of adult students, and the strengths and weaknesses of the APL instructional program. The California Achievement Test (CAT) and the APL survey were administered to both the experimental and control groups as pre- and post-tests. The experimental group related lessons to competencies necessary for adult living while the control group participated in a traditional adult education program. Only those students who had pre- and post-test scores were used in the final analysis. Thus, the sample consisted of 136 students (34 in the control group and 102 in the experimental group). The findings were as follows: the change in pre- and post-test scores was greatest for the experimental group; average test scores increased in both groups; the dropout rate for the control group was greater than that of the experimental group; and students, teachers, and supervisors reported an overall favorable attitude toward APL material. (Summaries of student, teacher, and supervisor evaluations are appended.) (EM)

**ED 154 130** CE 014 994

Turner, Betty H.

Development of Competency Based Competitive  
Events in Distributive Education. Final Report.  
Ohio State Univ., Columbus.

Spons Agency—Kentucky State Dept. of Education,  
Frankfort. Bureau of Vocational Education.

Bureau No—H24880

Pub Date 78

Note—78p.; Not available in hard copy due to  
reproducibility problems

**EDRS Price MF-\$0.83 Plus Postage. HC Not  
Available from EDRS.**

Descriptors—Activity Units, Business Education,  
\*Curriculum Development, Curriculum Guides,  
\*Distributive Education, \*Learning Activities,  
Multiple Choice Tests, Performance Based  
Education, Skills, \*Tests, Vocational Education

The project described in this report was designed to provide competitive events for students of distributive education which correlate with competency-based curriculum. The products which were developed by the project are 109 written competency-based events in eleven occupational areas and 115 performance events in



twelve occupational areas. Writers for the events were selected from teachers of distributive education. Five one-day workshops were conducted to orient the writers, compile the events, and edit the final product. Two sample events, one written and one performance, are included in the report. Complete teacher and student materials and instructions are provided for each event. The performance event requires the student to view a copy of an advertisement and the advertised merchandise. Each participant is required to prepare a fact sheet and orally present the pertinent information to judges. The written event provided in this report is a multiple-choice, true-false test in human relations. (BB)

**ED 154 131** CE 015 078

Adelman, Stanley I. Ciminillo, Lewis  
Career Education and Identity Status.

Pub Date 28 Mar 78

Note—14p; Paper presented at the American Educational Research Association (Toronto, Canada, March 28, 1978); Not available in hard copy due to reproducibility problems

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Career Education, Comparative Analysis, Developmental Stages, Educational Research, High School Students, \*Self Concept, Senior High Schools, \*Seniors, Student Development, \*Vocational Development

A study was conducted to analyze the relationship between the availability of a comprehensive career education program and the development of ego identity by high school seniors. Marcia's continuum of identity development with its four stages (identity diffusion, foreclosure, moratorium, and identity achievement) was used in combination with interview techniques to compare students in a district with a fully developed career education program and students in a district without a formal career education program. Thirty students randomly selected from the senior class in each district were interviewed by six university students trained in Marcia's procedures. Tapes of the interviews were then reviewed by two university professors similarly trained. Since the results did not support the hypothesis that school systems with a formal program significantly increased the vocational identity status of students, outside factors, such as the fact that both schools had strong counseling programs, had to be considered. As a check on these factors, a comparison was made with the results of a study performed on college freshmen by Waterman and Waterman (using similar methodology) which concentrated on ideological identity. Career education, it was concluded, has been too narrowly defined as preparation for work rather than as a part of a full program of personal development including political and ideological awareness. (EG)

**ED 154 132** CE 015 091

Ellsworth, Sue M. Noll, Allen J.

Vocational Evaluators in School Settings: Task Analyses, Certification, Qualification and Status Data. A Research Report.

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

Pub Date Mar 78

Note—49p; Master's Theses, University of Wisconsin-Stout

Available from—Dr. Paul Hoffman, Executive Director, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, Wisconsin 54751

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Certification, Counselor Certification, Counselor Qualifications, Data, Educational Research, \*Evaluators, \*Qualifications, Status, Surveys, Task Analysis, Vocational Counseling, \*Vocational Education, Vocational Education Teachers

**Identifiers**—\*Vocational Evaluation

The purpose of this study was twofold: (1) to describe the functions and tasks of vocational evaluators in educational settings, and (2) to seek data pertaining to the certification, qualification, and status of vocational evaluators in this system. Letters were sent to vocational education supervisory staff in all fifty states, Washington, D.C., and Puerto Rico. As a result, seventeen states indicated vocational evaluation was conducted and twenty-one states indicated vocational evaluation was not. A total of 143 vocational evaluation programs were identified. Among the findings of this report are the following: (1) eighty-one percent

of the personnel participating in the vocational evaluation survey were certified in the school system but only 4% under the job title of vocational evaluator; (2) vocational evaluators were found to be certified in a variety of disciplines; (3) most respondents indicated that they would be willing to work toward attaining certification if their states developed a certification process; (4) fifty-four percent indicated that they functioned at a comparable level with counselors in the school organization structure, but only one out of four was on a comparable pay scale; (5) twenty-one percent indicated that they did not have any specific training in vocational education prior to employment; and (6) fifty-nine percent indicated that they had had some form of training, while 41% indicated that they had had none. (BB)

**ED 154 133** CE 015 182

Whaples, Gene C. Milliken, W. James

An Exploratory Study of the Relationship of Job Satisfaction to Work Values in the Maryland Cooperative Extension Service.

Maryland Univ., College Park. Agricultural Experiment Station.

Report No.—MP-916

Pub Date Aug 77

Note—93p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors**—\*Administrative Policy, Behavioral Science Research, Extension Agents, Individual Development, Instructional Staff, \*Job Satisfaction, Organizational Climate, \*Psychological Patterns, State Surveys, Teacher Attitudes, \*Teacher Employment, Teacher Motivation, \*Values

Two hundred seventy-two faculty members of the Maryland Cooperative Extension Service were surveyed to determine their work values and explore possible relationships between work values and job satisfaction. The survey instruments used were Values for Working and County Extension Agents' Job Satisfaction Inventory. The results, based on 262 responses, are as follows: there were differences in values system orientation and level of job satisfaction among Maryland Extension faculty; there was a relationship between work values and job satisfaction; eight factors contributing to variance in job satisfaction among the faculty were identified (achievement, supervision, salary, reporting, responsibility, advancement, recognition, and working conditions); faculty work values (based on the theoretical framework of Hughes and Flowers) were found to be highest in the existential value orientation followed by sociocentric, manipulative, conformist, tribalistic, and egocentric; a significant relationship exists between the egocentric values system and job satisfaction; and, finally, research findings of Hughes and Flowers which showed that disparity in values system orientation between management and employees will lead to lower job satisfaction were supported. (This report contains thirty-three data analysis tables. The survey questionnaires are appended.) (EM)

**ED 154 134** CE 015 184

Wright, Joan

Human Service Planning as a Collective Adult Learning Experience.

Spons Agency—Office of the Assistant Secretary for Planning and Evaluation (DHEW), Washington, D.C.

Pub Date Apr 78

Contract—HEW-100-76-0163

Note—18p; Paper presented at the Adult Education Research Conference (San Antonio, Texas, April 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Administrative Agencies, \*Administrative Organization, Adult Education, \*Adult Learning, Case Studies, Community Agencies (Public), \*Community Study, \*Human Services, Interagency Coordination, Needs Assessment, Policy Formation, Program Planning, State Agencies, \*Statewide Planning  
**Identifiers**—Illinois, Kentucky, Massachusetts

Based on a study by the Department of Community Service Education, Cornell University, to evaluate human service planning (HSP) nationwide, this paper discusses the premises that HSP may be defined as community learning and that the community (according to the Robert Boyd and Jerold Apps model for adult education) is both a beneficiary of and participant in such learning. The function of HSP as stated here is to assist decision-makers responsible for acting in the public interest to perceive and evaluate deci-

sion alternatives, i.e., to learn. As illustrations of different learning strategies, the organization of human services planning in three states is examined: Illinois' independent agencies, each of which does its own planning; Kentucky's integrated umbrella agency; and Massachusetts' coordination of agencies under a secretariat. The limitations and advantages of each strategy are discussed as well as the distribution of learning duties within the organizations. To assess the extent, duration, and applicability of community learning, it is suggested that tangible evidence (such as (1) decisions and plans, (2) changes in services offered, (3) increased predictability in outcomes, (4) greater interagency coordination, (5) improved ratio of benefits to costs, and (6) broader acceptance of involvement in HSP) be analyzed. (EG)

**ED 154 135** CE 015 187

Whitson, Karin Stork

A Comparison of the Adult Performance Levels of Women Offenders in the Texas Department of Corrections and Free-World Women in Texas.

Pub Date Apr 78

Note—34p; Paper presented at the Annual Adult Education Research Conference; Best copy available

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Academic Achievement, Adults, Age Differences, \*Basic Skills, Daily Living Skills, Demography, Disadvantaged Groups, Educational Needs, Educational Research, Females, \*Performance, Performance Factors, \*Prisoners, Racial Differences, \*Test Bias, Test Interpretation, \*Test Results

**Identifiers**—\*Adult Performance Level, Texas

The functional competencies of 131 women offenders incarcerated in Texas were assessed and then compared to the functional competencies of 868 free-world women in Texas surveyed during the Adult Performance Level (APL) Project. The findings support the following conclusions: (1) women in the free-world are more functionally competent than women offenders, (2) the needs of women offenders in the area of functional competency appear to far surpass those of free-world non-offender women, (3) whites are generally more functionally competent when tested on the performance of tasks which reflect cultural values similar to those held in the United States today, (4) there is a possibility of ethnic bias in the APL survey instrument, (5) there is a positive relationship between APL scores and educational level, (6) there is a possibility of an educational bias in the survey instrument, (7) there is no relationship between age and APL scores, (8) there is no relationship between APL scores and vocational education background, and (9) there is no relationship between criminal history and adult functional competency. (EM)

**ED 154 136** CE 015 204

McCarthy, Marianne B.

Continuing Education Service as a Component of Faculty Evaluation.

Pub Date Apr 78

Note—22p; Paper presented at the Annual Adult Education Research Conference (San Antonio, Texas, April 5-7, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Administrator Attitudes, \*Adult Education, College Teachers, \*Community Services, Credit Courses, \*Evaluation Criteria, Higher Education, National Surveys, Noncredit Courses, Private Colleges, Public Schools, \*Teacher Evaluation, Teacher Promotion, Tenure, Universities

A survey was done to assess whether institutions of higher education are recognizing the contributions made by their faculty who are teaching in adult/continuing education and extension programs by integrating these services into the institution's faculty evaluation and reward system. The administrations from over 170 private and public universities and colleges located in forty-four states were surveyed to gather information on how administrations evaluate faculty community service in considering academic promotion, reappointment, and tenure. The survey results indicated that at the majority of universities (1) community service is considered in faculty evaluation as a low third after the conventional, traditional, or principal duties of teaching and research are considered, (2) the consideration given to community service is highly subjective and often informal, (3) the continuing education administrator has little or no involvement in the



faculty evaluation process, (4) the teaching of credit continuing education courses is not considered community service since such teaching is part of the regularly assigned academic load, (5) the teaching of non-credit courses was considered community service but viewed as less important than credit teaching, (6) the teaching of non-credit courses is regarded as a way to increase income, and (7) few full-time faculty members are actively involved in continuing education teaching. (EM)

# ED 154 137 CE 151 211

Bunch, Michael B.

## Making Decisions about Adult Learners Based on Performances on Functional Competency Measures.

Pub Date 6 Apr 78

Note—40p.; Paper presented at the Annual Adult Education Research Conference (San Antonio, Texas, April 5-7, 1978)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Adults, \*Basic Skills, \*Criterion Referenced Tests, \*Cutting Scores, Measurement Techniques, Performance Criteria, Performance Tests, \*Test Reliability, \*Test Validity

Identifiers—Adult Performance Level

The validity and dependability of functional competency tests for adults are examined as they relate to the information needs of instructional decision makers. Test data from the Adult Performance Level (APL) Program (funded by the U.S. Office of Education at the University of Texas at Austin) is used to illustrate key points. In the discussion of validity, the importance of a test's demonstrated relevance to functional competency is discussed in terms of the definitions of the competency. Issues of content vs. criterion validity are examined particularly with reference to the APL study. Some of the problems inherent in setting and applying cutoffs (points on a scale of scores which define levels of competence) are then discussed, and the author reviews several procedures to aid in setting and adjusting cutoffs (those used by Nedelsky and by Emrick, and Bayesian techniques used by Northcutt). In the discussion of dependability (the degree to which scores are replicable) the author reviews briefly the work of Bob Brennan and Mike Kane (based on that of Cronbach and others) in the area of defining and assessing psychometric properties of criterion-referenced tests. In conclusion it is pointed out that the instructional decision maker may raise or lower a cutoff as information justifies such action but that there will be instances in which trade-offs between dependability and validity may become necessary. (JT)

# ED 154 138 CE 151 212

Flores, Thelma B. Seaman, Don F.

## A Comparative Study of Adult Student Performance on Timed Versus Non-Timed GED Tests in Texas.

Pub Date [74]

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, \*Adult Students, Educational Experiments, Educational Research, \*Educational Testing, Equivalency Tests, \*Performance, Performance Factors, Response Style (Tests), Standardized Tests, \*Test Results, \*Timed Tests

Identifiers—\*General Educational Development Tests

The performance of two groups of adult students on the General Educational Development (GED) test was compared to determine whether there was a relationship between the level of student performance on a timed versus non-timed GED test. Each group consisted of the first three hundred students who took the test at twenty-six different testing centers in Texas. In nine centers the test was administered on a time-limit basis while in the remaining seventeen centers the administration of the test was not timed. Analysis of the data indicated that the element of time did make a difference in student performance. The following groups performed significantly better on the non-timed GED tests in comparison to performance on timed tests: individuals under twenty years and over thirty-nine years of age, males, persons who had completed ten or more years of previous schooling, black Americans, and students who had participated in GED preparatory classes. (EM)

# ED 154 139 CE 151 220

Boggs, David L. And Others

## Ohio Citizens Eligible for Adult Basic Education.

Pub Date Apr 78

Note—44p.; Paper presented at the Annual Adult Education Research Conference (San Antonio, Texas, April 5-7, 1978)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Access to Education, \*Adult Basic Education, Demography, Educational Attitudes, Educational Demand, \*Educational Interest, Educationally Disadvantaged, \*Enrollment Influences, Illiterate Adults, \*Learning Motivation, Learning Readiness, Participant Characteristics, \*Program Attitudes, State Surveys, Student Recruitment Identifiers—Ohio

A sample of 1,536 persons in Ohio who are eligible for Adult Basic Education (no longer in school, sixteen years of age or over, and with less than twelve years of school) were interviewed by telephone to determine the awareness of Adult Basic Education (ABE) among eligible Ohioans, the characteristics of eligible Ohioans, and requirements and conditions for attending ABE. The conclusions include the following: (1) persons eligible for ABE and those interested in the program had contrasting characteristics, (2) while ABE had a 59.6% recognition factor, it was not especially known to the person who seemed most inclined to enroll, (3) while popular wisdom says word-of-mouth recruitment is the best, secondary and less personal sources of information accounted for over half of eligible persons' awareness of ABE, (4) the predominant reason given for being disinterested in ABE was being too old to learn, (5) approximately 25% of the respondents evidenced serious interest in ABE which is approximately 662,500 persons or about sixteen times the number presently enrolled, (6) regarding the requirements and conditions for attending ABE, location of the classes and time/distance factors seemed critical to approximately half the interested respondents, and (7) occupational and economic objectives offer less incentive to participation in ABE than purposes of personal satisfaction. (Twelve tables of data are attached.) (EM)

# ED 154 140 CE 151 233

Warner, Larry S. Humburg, Renae

## Teaching Adult Vocational Education Learners. Annotated and Selected Bibliography. Final Report.

University of Northern Colorado, Greeley. Coll. of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—498AH60261

Pub Date 30 Sep 77

Grant—G007603722

Note—107p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Adult Basic Education, Adult Characteristics, Adult Counseling, Adult Development, \*Adult Education, \*Adult Learning, Adults, Adult Vocational Education, Age Differences, \*Annotated Bibliographies, Community Education, Educational Resources, Resource Guides, Teaching Methods

This selected annotated bibliography contains eighty-three entries (includes books, reports, guides, papers, and articles) relevant to teaching adult vocational education learners. The citations are organized alphabetically by author and each one includes some or all of the following: source, title, sponsoring agency, publisher, city, state, date, pages reviewed, and an annotation. Some representative titles include the following: "Meeting the Needs of Working Class Women in Post Secondary Education"; "Voluntarism: The Real and Emerging Power"; "Continuing Education in Canadian Universities"; "Community Education and Its Major Components"; "Teaching Adults"; "Career Education: Community Resource Center"; "Lifelong Learning"; "Finding Community: A Guide to Community Research and Action"; "The Physiology of Aging: How It Affects Learning"; "Goal Analysis"; "Recurrent Education"; "Tested Techniques for Teachers of Adults"; "Teacher's Role in Life-Centering the Curriculum"; "Guide to Adult Education Counseling"; and "Passages: Predictable Crises of Adult Life." (EM)

# ED 154 141 CE 151 270

## Career Development. Sidney City Schools. Activities, 3-4.

Sidney City School District, Ohio.

Note—95p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*Behavioral Objectives, Career Awareness, \*Career Education, Curriculum Guides, Economics, Educational Resources, Elementary Education, Employment, \*Learning Activities, Personal Values, Teaching Guides, Vocational Development

This career education curriculum guide is intended for use by elementary teachers planning programs for students in grades three and four. The guide covers four basic content areas: (1) the individual and his environments, (2) world of work, (3) self, and (4) economics. These content areas are divided into several topics, and each topic includes one or more developmental objectives correlated with behavioral objectives, suggested activities, sample lesson materials, and procedure. The topics covered in each of the four content areas respectively are as follows: (1) why people work, the individual and work, and environment and work; (2) varieties of work, work families, work families in environments, work characteristics in vocational guidance, processes of vocational guidance, and dynamics in the world of work; (3) awareness, appreciation, motivation, self-awareness, self-acceptance, and self-affirmation (achievements and values); and (4) you-roles, rights and responsibilities, our economic system, how we earn an income, why we buy, how we buy, and help we find in communities. (EM)

# ED 154 142 CE 151 513

## Dayton Public Schools Career Development/Career Exploration Program. Teachers Handbook & Survival Manual.

Dayton Public Schools, Ohio.

Note—201p.; Some pages in this document will not reproduce well due to small and/or broken print

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—\*Career Education, \*Career Exploration, Educational Objectives, \*Educational Resources, Elementary Secondary Education, Guides, \*Instructional Materials, Learning Activities, Program Content, Program Descriptions, \*Vocational Development, Work Experience Programs

Identifiers—Ohio (Dayton)

This career education handbook for elementary and secondary education teachers in Dayton, Ohio, was developed to provide them with career development and career exploration program information. Following a brief overview of career education and its components, the content is presented in five sections. The first one on curriculum presents a comprehensive career exploration program for grades nine and ten and includes program objectives, program scope and sequence, teacher objectives, seven developmental areas, career cluster guide, and general learning activities as well as activities, field trips, speakers, and related jobs for each subject area. Section 2 on special programs describes an on-the-job experience program and an experience-based career education program, including pertinent forms. The third section provides information regarding available educational resources (includes some or all of the following: code number, title, content description, grade level, length, sound, color, and source) and directions for obtaining these materials. The resources covered are films, filmstrips, multi-media kits, book bags and packs, books, games, career kits, posters and pictures, cassette tapes, filmloops and slides, and teacher reference materials. Also, this section concludes with a list of occupations for which computerized information is available. The last section contains thirty forms that have been used in the career education program. (EM)

# ED 154 143 CE 151 579

Clinscale, Bella G.

## The Changing Office Environment.

Cleveland State Univ., Ohio. James J. Nance Coll. of Business Administration.

Pub Date Sep 77

Note—55p.; A map in Appendix C will not reproduce well due to poor print quality

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Computers, Data Processing, Educational Needs, \*Employment Qualifications,

Equipment, \*Equipment Utilization, Futures (of Society), Office Machines, \*Office Management, Office Occupations, \*Office Practice, \*Organizational Change, Personnel Needs

A study was undertaken to (1) determine the present state of the office environment by asking corporate officers, governmental officials, and educational administrators to take a close look at their personnel, procedures, and equipment and (2) determine what equipment, office systems, and personnel qualifications are anticipated for the future. The sample was drawn from businesses located in Ohio, Michigan, Indiana, Pennsylvania, and Canada. Names and addresses of firms were compiled from the administrative Management Society Chapter Rosters for Area Six. A 160-item questionnaire was sent to 397 business organizations. One hundred ninety forms were returned. Responses from businesses of all sizes indicated that equipment is in use and that a trend toward computerized word processing is evident in the large office. In addition to word processing, the responses revealed that the office environment has changed considerably. The traditionally fixed walls, desks, and standard four-drawer file cabinets are becoming less common. With regard to changes anticipated within the next five years, respondents indicated the increasing need for data processing, word processing and an understanding of office systems. Also anticipated were changes in hiring standards and the need for more diversified skills and upgrading of job requirements. (JH)

**ED 154 144** CE 015 585

Jain, Barbara J. Carl, Linda

Comparison of Selected Requirements for the Ph.D. and Ed.D. in Adult Education in North America.

Pub Date Jan 78

Note—215p.; Not available in hard copy because of reproducibility problems

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Admission Criteria, \*Adult Education, \*Degree Requirements, \*Doctoral Degrees, \*Doctoral Programs, Graduate Study, Higher Education, National Surveys, Transfer Policy, Universities

Identifiers—\*Doctor of Education, \*Doctor of Philosophy, United States

A survey was conducted for the Graduate Student Section of the Adult Education Association to determine the differences in requirements for the Doctor of Philosophy (Ph.D.) and the Doctor of Education (Ed.D.) degrees in adult education. Of forty-three institutions identified as offering both degrees, forty participated in answering the questionnaire (Appendix B), and their responses were transferred to program synopsis forms (Appendix A). Generally, no differences were found between Ph.D. and Ed.D. programs as a group in policies governing transfer credits and specialization and in requirements for admissions, minimum units, general course work, research, comprehensive examinations, foreign languages, internship experiences, and residence. Only two areas showed slight differences: leveling requirements for students whose previous course work had been in another field and minor/cognate requirements. At institutions offering both degrees the distinguishing factor was the number of research courses needed. Considerable variance in requirements for either degree was found to exist, however, from institution to institution. (The report includes for each adult education program a course listing, a listing of specializations, and a synopsis.) (ELG)

**ED 154 145** CE 015 587

Wanant, John A., Ed. And Others

C.I.E. Administrative Handbook.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date Apr 78

Note—125p.; For a related document see CE 015 588

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$4.50 plus postage)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Administrator Guides, Advisory Committees, \*Cooperative Education, Cooperative Programs, \*Educational Objectives, Evaluation, \*Guidelines, Industrial Train-

ing, Instruction, Instructor Coordinators, Job Development, Legal Responsibility, On the Job Training, Practicum Supervision, \*Program Content, \*Program Development, \*Program Planning, Public Relations, Safety, Student Organizations, Teacher Responsibility, Training Objectives

Identifiers—Vocational Industrial Clubs of America

To assist the coordinator of cooperative industrial education in developing and maintaining a quality program is the stated purpose of this handbook. The introductory material offers background information on types of programs, duties of the coordinator, and steps in organizing a program. Next, broad and specific objectives are provided for cooperative industrial education programs. Broad instructional objectives for all cooperative education programs are also included. Guidelines for program operation are listed as relating to program area, the coordinator, the student, related class work, training stations, and working hours. As the program involves the employment of minors, legal responsibilities, safety information, and accident reporting procedures are specified. The handbook also provides information on the following areas: selection of training establishments; related classwork; supervision of students on the job; evaluation of student work and of the program; Vocational Industrial Clubs of America (VICA); the advisory committee's organization, operation and evaluation; and public relations. Selected procedures for working papers issuance in New Jersey, descriptions of supporting papers, guidelines, and definitions are included in the appendixes. (A related training plan manual is available separately—see note.) (JH)

**ED 154 146**

CE 015 588

Natale, Don And Others

C.I.E. Teacher-Coordinator Training Plans.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date Apr 78

Note—131p.; For a related document see CE 015 587

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$5.25, plus postage)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—\*Cooperative Education, Cooperative Planning, Cooperative Programs, Employee Responsibility, \*Guidelines, Industrial Training, Industry, Job Skills, \*Occupational Information, \*On the Job Training, Program Planning, Task Analysis, Teaching Guides, \*Training Objectives

The stated purpose of this training plan manual is to assist the cooperative industrial education coordinator in determining the student's performance both in school and on the job in order that the student learner may reach his/her occupational goal. Major contents are training plans (lists of learning experiences and job tasks to be undertaken at the job site) for twenty-seven occupations. A brief introduction is presented which includes the following: the history of training plans; the use of a training plan; the values of training plans; and steps in preparing training plans. Each training plan contains the following information: a specialty summary (job description), a list of duties and responsibilities, and specific tasks and knowledge that a student-learner can observe, perform, or master on the job. The twenty-seven occupations covered are aerospace ground equipment mechanic, aircraft maintenance, airframe repair specialist, automotive mechanic, automotive parts man, avionics communications specialist, baker, bookbinder, carpenter, draftsman, drill press operator, duplicating specialist, electrician, fabric and rubber products specialist, floor covering installer, household appliance repairman, landscape gardener, lathe operator, meat cutter, reciprocating engine mechanic, service station attendant, sheet metal worker, small engine repair, stationary engineer, vehicle body mechanic, veterinary hospital assistant, and welder. (A related administrative handbook is available separately—see note.) (JH)

**ED 154 147**

CE 015 593

Scanlan, Worth Pepper, Dorothy

The Rationale and Methodology for Development of a Competency Based Leadership Education and Training Program in the Navy.

Pub Date 28 Mar 78

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Ability Identification, Achievement, Behavior Patterns, Behavior Standards, Evaluation Criteria, \*Leadership, \*Leadership Qualities, \*Leadership Training, Management, \*Measurement Instruments, \*Military Personnel, Military Training, Officer Personnel, Social Influences, Success Factors, Task Performance Identifiers—Navy

Numerous attempts by the U.S. Navy to identify leadership potential within its ranks and to train for such leadership skills have been mostly unsuccessful since the efforts were based upon very subjective perceptions of good leadership qualities. To address this problem, the Navy, with the assistance of Dr. David McClelland, has described a set of twenty-seven competencies based upon research and real life constructs. These competencies have been grouped into the following five broad categories: task achievement; skillful use of influence; management control; advising and counseling; and coercion. The method for determining these competencies involved the following three steps: identification of "superior" and "average" criterion samples of Navy leaders; the conduct of behavioral event interviews; and the thematic content analysis of behavioral events. The set of competencies resulting from this research are demonstrably capable of discriminating between "superior" and "average" leaders among naval and petty officers. This set also has been considered to be a reliable data base for the development of leadership training programs and of instruments to measure the level of achievement. Leadership training programs are currently being developed at a number of accession points and grade levels of Naval personnel. Full implementation is planned to commence by early fiscal year 1980. (JH)

**ED 154 148**

CE 015 595

Dale, Dorothy

A Follow-Up Study of the Master of Science and Education Specialist Degree Programs in Vocational Education and a Follow-Up System Suitable for an Educational Institution.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Pub Date Aug 75

Note—226p.; Parts of this document may not reproduce well due to light type, and materials in Appendix B may not reproduce well due to small, broken type; Master's Thesis, University of Wisconsin - Stout

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Employer Attitudes, Followup Studies, Graduate Study, Graduate Surveys, Industrial Arts, Job Skills, \*Masters Degrees, \*Needs Assessment, Performance, Performance Criteria, Personnel Needs, Professional Training, Program Effectiveness, \*Program Evaluation, Program Improvement, \*Specialist in Education Degrees, Technical Education, \*Vocational Education, Vocational Followup

The purpose of this study was to determine the extent to which the Master of Science Degree program in Vocational Education and the Education Specialist Degree program in Industrial and Vocational Education at the University of Wisconsin-Stout have prepared the Program graduates of selected years to meet the needs of their present professional roles in a high school, post high school, college or university situation. An evaluation in the form of a follow-up survey was developed and used both for graduates and employers of graduates to assess degree program procedures and techniques used to increase professional competence. A survey of 212 program graduates collected the following information (189 persons responded): personal data including educational and occupational information, attitudes about selected components of the graduate program, and suggestions for program improvement. Additionally, eighty-six employers were surveyed to evaluate the graduates' vocational preparation. Conclusions drawn from the analysis of the results were grouped according to



two categories: (1) Program Performance and (2) Client Performance. Analysis of the responses indicated that the programs are effective in preparing students for their professional roles. (Thirty-two specific conclusions are presented.) Fourteen recommendations were submitted based on the results and conclusions of the study. (A bibliography and an extensive appendix containing the survey instrument and related materials are included in this document.) (VB)

**ED 154 149** CE 015 600

*Rochon, James*  
An Evaluation of the Seat Belt Education Campaign.

Ministry of Transport, Ottawa (Ontario). Traffic Safety Branch.  
Pub Date Apr 77

Note—144p; Graphic material in Appendix A and a questionnaire in Appendix B may not reproduce well

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Accident Prevention, \*Changing Attitudes, Community Education, Knowledge Level, \*Mass Instruction, Mass Media, National Programs, National Surveys, \*Program Evaluation, Public Opinion, Radio, \*Safety Education, Safety Equipment, Television, \*Traffic Safety  
Identifiers—Canada, \*Seat Belts

A seat belt education campaign conducted in Canada to dispel myths surrounding seat belts and promote a better understanding of their functions was evaluated. Two telephone surveys, each comprised of 4,000 respondents, were conducted. The first was done immediately before the campaign and the second immediately succeeding the campaign. Also, a survey of 800 persons was conducted five months after the campaign ended. The evaluation indicated that eighty-five percent of the population recognized at least one part of the campaign. While the respondents could not spontaneously recall radio or newspaper advertising, they were capable of recalling commercials viewed on television. There were some attitude changes from pre- to post-campaign, and these changes were specific to the campaign element viewed, read, or heard. The most successful element was the "pumpkin" commercial, which produced a significant decrease in the number of people who believed that it is better to be thrown clear in a car crash. Seat belt use increased only in Ontario where the introduction of compulsory seat belt legislation coincided with the campaign. The follow-up survey indicated that recognition of the television and radio commercials remained strong five months after the campaign concluded. (Scripts of radio and television commercials, copies of newspaper ads, the survey questionnaires, and eight tables of data are appended.) (EM)

**ED 154 150** CE 015 611

Comparison of Teaching Learning Techniques by Teachers and Students of Vocational Technical Institutes. Research Project. Final Report.

Spons Agency—Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.

Pub Date 1 Mar 78  
Note—178p; Not available in hard copy due to marginal legibility of the original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Cognitive Style, Educational Accountability, Educational Research, \*Knowledge Level, Learning, Learning Activities, Learning Processes, Post Secondary Education, State Surveys, \*Student Evaluation of Teacher Performance, Student Opinion, Teacher Attitudes, \*Teaching Methods, \*Teaching Quality, \*Teaching Techniques, Technical Institutes, Vocational Education  
Identifiers—Maine

The typical teaching techniques used by post secondary faculty in vocational technical institutes were identified and assessed to determine how helpful students felt these techniques were for their learning. Two surveys were conducted. One form was distributed to the faculty and the other to students of the six vocational technical institutes in Maine. An analysis of 167 faculty responses showed that the most frequently used techniques were lecture, written examinations, demonstration, homework, and practical examinations. Differences were found on certain techniques when the responses were compared by age, personality type, program, and types of teaching. Based on 1400 student responses, the results indicated that students preferred "hands

on" experiences and interactive techniques. Differences in how students valued the teaching techniques were apparent when responses were grouped according to learning style and demographic variables. A comparison of teacher and student views showed that there is agreement that "hands on" type of experiences are very effective, and students rate as helpful in the learning process the most frequently used techniques by the faculty. (This report contains forty-four data tables. Both survey forms and the examples of successful and innovative teaching practices listed by the faculty are appended.) (EM)

**ED 154 151** CE 015 627

*Bruening, William H.*  
Career Education and the Liberal Arts: Are They Incompatible?

Pub Date [70]  
Note—10p; Not available in hard copy due to faint print

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Career Education, College Curriculum, Curriculum Development, Curriculum Evaluation, \*Educational Objectives, \*Educational Philosophy, \*General Education, Liberal Arts, Undergraduate Study

The general question of what an undergraduate education is and how it should be related, if at all, to society as a whole, is discussed. Particular reference is given to the issue of liberal education and its relationship with career education. The thesis is that, although career education and liberal education may be incompatible in a specific curriculum at a specific university, there is no logical necessity nor educational necessity that every curriculum at every university make career education incompatible with liberal education. (Author/TA)

**ED 154 152** 08 CE 015 650

*Afdahl, Anne And Others*

Junior High Career Maturity Activities. Report No. 33-A-57.

Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section; Roseville Area School District 623, Minn.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.  
Pub Date 77

Note—56p; For a related document see CE 015 653

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Career Awareness, \*Career Education, Career Exploration, \*Career Planning, Counselor Role, Curriculum Guides, Daily Living Skills, Decision Making, Interpersonal Competence, Junior High Schools, \*Learning Activities, Life Style, Personal Values, Self Concept, \*Self Evaluation, Teacher Role, Vocational Counseling, \*Vocational Maturity  
Identifiers—Minnesota (Roseville)

The activities in this curriculum guide are designed to facilitate self-evaluation, goal setting, and educator-student planning of junior high learning experiences relating to career maturity. It is suggested that the career maturity measurement activity worksheets can be included in the student's school record and used as a reference base for future educational and career opportunities. Twenty-nine activities are grouped under the following four headings: Self Awareness Activities; Decision Making Activities; Career and Lifestyle Exploration Activities; and Interpersonal Skills Activities. Listed under each activity title are the goal statement, objective, possible setting, materials needed, directions, and options (additional classroom uses of the activity). An activity worksheet, which requires students to supply information, rank choices, or choose among presented alternatives, is provided for nearly every activity; in a few cases an assignment is provided in place of a worksheet. Other materials in this guide include suggestions (with examples) for a teacher-advisor role and suggestions for conducting parent conferences. The guide concludes with a form for students to use in rating their school work, a Student Self Progress Report form, a Request for Information form, a Student Staffing Summary form, and a Student Reaction Survey form for determining student response to each activity. (DTT)

**ED 154 153** 08 CE 015 653

*Bauman, Virginia And Others*

Senior High Career Maturity Activities. Report No. 33-A-58.

Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section; Roseville Area School District 623, Minn.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date 77  
Note—27p; For a related document see CE 015 650

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Career Awareness, \*Career Education, Career Exploration, \*Career Planning, Curriculum Guides, Daily Living Skills, Decision Making, Educational Objectives, \*Learning Activities, Life Style, Personal Values, Secondary Education, Self Concept, \*Self Evaluation, \*Vocational Maturity  
Identifiers—Minnesota (Roseville)

The activities in this curriculum guide are designed to facilitate self-evaluation, goal setting, and educator-student planning of learning experiences relating to career maturity. It is suggested that the career maturity measurement activity worksheets can be included in the student's school record and used as a reference base for future educational and career exploration. Thirteen activities are arranged under the following five goal areas: school and work meanings and values; self awareness; decision making; career-life style; and interpersonal skills. A concluding activity, beyond these, is "Status Report to Parents" and is designed to accomplish two things: to inform parents of their son's or daughter's school activities, attitudes and occupational/educational plans; and to force students once again to think about their short- and long-term goals by filling out the report. For each activity there is a brief description of its intended purpose, recommended setting, preparation, and follow-up. Also, an activity worksheet, which requires students to supply information, rank choices, or choose among presented alternatives, is provided for each activity. Appended to the guide is a detailed presentation of the five student outcome objectives for the model of career education developed in the Roseville Area Schools program. (DTT)

**ED 154 154** 08 CE 015 669

*Haczynski, Sharon L.*

Vocational Counseling Needs of Young Women as Perceived by Working Business and Professional Women. Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Research Coordinating Unit.

Bureau No.—19-008-151-227C

Pub Date Jan 78

Note—79p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Administration, \*Administrative Personnel, Educational Needs, \*Employment, Employment Qualifications, \*Females, Job Application, \*Job Skills, \*Managerial Occupations, Needs Assessment, Occupational Choice, Occupational Guidance, Occupational Mobility, Occupational Surveys, Supervision, Supervisors, Tables (Data), \*Vocational Counseling, Working Women

Identifiers—\*Nontraditional Occupations

Designed to determine the additional competencies women need to obtain jobs and advance in them, a study focused on the counseling needs of young women as perceived by the membership of the Wisconsin Federation of Business and Professional Women's Clubs comprised of 2,700 women who are working part-time, full-time, or in partnership. The instruments were (1) a five-item questionnaire (based on the review of the literature) which was used to develop competency lists for the other instruments, and (2) three rating scales developed from an analysis and synthesis of the questions in the questionnaire. The data gathering and analysis were divided into three components. The first generated a profile of a random sample from the total population which completed a personal data sheet and the rating scale entitled "Women in General—Obtaining Jobs, Being Effective Employees, and Advancing in Jobs." The second component produced a profile of the random population compared with a control population selected from women in administrative and/or supervisory positions. Results of the third component were a profile of the random population compared with

a second selected control population of women in male intensive occupations. (Statistical tables are included for each profile.) The responses from the various populations indicated that a need exists for educational institutions to help women make the transition from student to worker, that educators and counselors are only bringing students to a sufficient level, and that organization, leadership, ability to motivate others, and ability to evaluate are needed competencies. (Appended are a bibliography, cover letters, instruments, and tables.) (VB)

ED 154 155 CE 015 686

Weidman, John C.

**Employers' Responses to Vouchered On-the-Job Training in the Portland WIN Program.**

Bureau of Social Science Research, Inc., Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Report No.—BSSR-0543-1

Pub Date Apr 78

Grant—51-11-73-02

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Economically Disadvantaged,

\*Education Vouchers, \*Employer Attitudes, \*Employee Relationship, \*Employers, \*Employment Practices, \*Employment Programs, \*Federal Programs, \*On the Job Training, \*Program Effectiveness, \*Program Evaluation, \*State Surveys

Identifiers—Oregon (Portland), United States,

\*Work Incentive Program

Portland, Oregon, employers approached by Work Incentive Program (WIN) clients were surveyed to determine their reactions to various components of the voucher on-the-job training (OJT) program, to identify the types of employing organizations that were likely to be receptive to vouchered OJT, to assess the actual functioning of the voucher system with respect to client/employer negotiation, and to describe some of the general orientations of employers toward WIN voucher recipients. Data collected during interviews of sixty-five employers indicated that the respondents were moderately supportive of the WIN voucher OJT program carried out in Portland. These employers seemed willing to accept the legitimacy of the vouchering concept and to believe that WIN clients were capable of making informed occupation and employment setting choices. With regard to client autonomy, employers seemed to prefer some sort of WIN screening in advance of their contact with the voucher OJT clients. There were few significant differences in the orientations of those respondents who hired voucher OJT clients and those who did not hire. Where differences did occur, they seemed to be a function of the organizational characteristics of the employer's firm. The largest firms were the least receptive to hiring voucher OJT clients while the smallest firms were the most receptive. (EM)

ED 154 156 CE 015 715

**The National Manpower Survey of the Criminal Justice System. Executive Summary.**

National Planning Association, Washington, D.C.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date [76]

Contract—J-LEAA-035-74

Note—23p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 027-000-00642-6)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Needs, \*Employees, \*Employment Projections, \*Employment Qualifications, \*Employment Trends, Entry Workers, Federal Legislation, Higher Education, Inservice Education, Job Training, \*Law Enforcement, \*Manpower Needs, National Surveys, Needs Assessment, Personnel Needs, Police, Professional Education, Program Evaluation, Staff Improvement

Identifiers—Law Enforcement Education Program, \*National Manpower Survey, United States

As mandated in the 1973 Amendments to the Safe Streets Act, the National Manpower Survey (NMS) of the Criminal Justice System was conducted. Focus of the survey was on the existing and future personnel needs of the nation in the field of law enforcement and criminal justice and

on the adequacy of federal, state, and local programs to meet such needs. Data were collected via surveys of 8,000 executives of state and local criminal justice agencies, 1,600 state trial and appellate courts, and 250 law enforcement academies; analysis of a 1975 Census survey of 50,000 state and local criminal justice employees; and field visits to 250 agencies or educational institutions. The findings include the following: there is a need for selective increases of personnel in most categories of criminal justice agencies, other than juvenile corrections institutions; the outlook is for lower levels of recruitment in most criminal justice occupations in the next five years than in the early 1970's; the need for mass higher education for all line law enforcement or correctional officers recently supported by the Law Enforcement Education Program (LEEP) was not confirmed; and there is a need for a more selective program of support for continuing education to meet career development needs at the supervisory and managerial levels. (EM)

ED 154 157 08 CE 015 716

**Pennsylvania Career Education State Plan. Working Copy.**

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 78

Contract—G007700941

Note—137p.; Not available in hard copy due to reproducibility problems

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, \*Career Education, Educational Assessment, Educational Objectives, Educational Philosophy, \*Educational Planning, Educational Strategies, Guidance Services, Needs Assessment, Post Secondary Education, Program Administration, \*Program Descriptions, Program Design, \*Program Evaluation, Program Planning, Special Education, \*State Departments of Education, State of the Art Reviews, State Surveys, Vocational Education

Identifiers—\*Pennsylvania

Following an introduction and a definition of career education, Pennsylvania's state plan for career education is presented in six chapters. Pennsylvania's need for career education is presented in chapter I, which also includes a career education status survey and a summary of needs. Chapter II lists the state's career education accomplishments since 1970. Chapter III presents career education's mission, goals, and strategies with information on student learner outcomes and program strategies. (Not included in the table of contents but also found in chapter III are outlines of Pennsylvania's long-range and short-range state education plans.) Career education and its relationship to the following areas are examined in chapter IV: educational quality assessment; competencies people need to be successful in adult living; occupational education task force; guidance division activities; vocational education state plan; postsecondary and adult education; and special education. Chapter V outlines evaluation procedures. Finally, information on state administration is presented in chapter VI which also includes a statement on the role of the Pennsylvania Department of Education's Task Force, a list of the names and addresses of the members of the State's Advisory Council and dissemination procedures for career education programs and the state plan. (JH)

ED 154 158 08 CE 015 717

Bushnell, David S., Ed.

**Help Wanted: Articulating Occupational Education at the Post-Secondary Level.**

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date 77

Contract—400-77-0014

Note—58p.; Papers presented at the Third National Forum on Education and Work, National Institute of Education (San Francisco, California, February 1977)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Articulation (Program), Career Education, College School Cooperation, \*Interinstitutional Cooperation, \*Post Second-

ry Education, Program Administration, Program Coordination, Program Descriptions, \*Program Development, Regional Cooperation, Secondary Education, Statewide Planning, \*Vocational Education

This collection of presentations is meant to dramatize ongoing efforts at the state and local level where articulation between occupational and vocational education is being achieved. The presentations included are the following: (1) "Articulating Vocational Education at the Post-secondary Level"; (2) "Local Articulation Effort: The Tri-County Technical College"; (3) "Interinstitutional Cooperation in Lehigh County"; (4) "The Need for Articulation: The Wisconsin System"; and (5) "The Need for Articulation: The California System." The second and third presentations discuss the implementation of new institutional cooperative arrangements in the community; the last two presentations view the need for articulation from a state level perspective. A question and answer section is included. (TA)

ED 154 159 CE 015 726

**Assessment for Vocational Program Needs and Development in Illinois Correctional Institutions.**

Southern Illinois Univ., Carbondale. Center for the Study of Crime, Delinquency and Corrections.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date [77]

Contract—RDC-A7-261

Note—133p.; Parts of this document may not reproduce well because of faint, heavy, or broken type

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Adult Education, Attitudes, \*Correctional Education, \*Corrective Institutions, \*Needs Assessment, Program Proposals, Questionnaires, Rehabilitation, \*Vocational Education, \*Vocational Rehabilitation

This study was conducted to assess vocational program needs and development in Illinois correctional institutions. Specific objectives included the following: (1) to review results of efforts both nationally and in Illinois to meet the vocational needs of adult and juvenile offenders; (2) to conduct a survey of twenty-three correctional institutions offering vocational programs; (3) to follow up a selected sample of ex-offenders to identify their attitudes toward the type of vocational education programs offered; and (4) to provide recommendations for future programs or ancillary service development. The primary data-gathering instrument was a questionnaire, which was sent to residents, vocational instructors, administrative staff, vocational counselors, and correctional counselors at the institutions. In addition, further information was obtained through on-site visits. The overall conclusion of the report is that a complete vocational process, from intake and diagnosis to placement, follow-up and feedback should be designed and implemented. The questionnaire, analysis of each questionnaire item, and analysis of open-ended questions are appended. (BB)

ED 154 160 08 CE 015 728

Bridgeford, Nancy And Others

**Directions in Career Education: Questions People Ask about Education and Work.**

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date Nov 77

Contract—400-76-0024

Note—278p.; Best copy available

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Abstracts, Adult Education, \*Career Education, Community Resources, \*Educational Administration, \*Educational Planning, \*Educational Programs, \*Educational Research, Elementary Secondary Education, Instructional Materials, Program Descriptions, Program Development, Program Planning, School Industry Relationship, Vocational Counseling, Work Experience Programs

Identifiers—National Institute of Education

Findings of a review of what the National Institute of Education's (NIE) Education and Work-funded projects have learned about questions career educators usually face are or-



ganized into this resource book for educational program planners and implementers. Two general groups of questions are addressed dealing with issues in program development and with concerns affecting day-to-day delivery of career education. Topics discussed include the following: emphasis on career education, career education that is sex and race fair, what schools should teach and what educators need to know about the world of work, career decision making and guidance, experiential career education, role of colleges and universities, how adults benefit from career education, planning information needed, organization of career education programs, management issues, school district size, staff orientation, community resources for instructional purposes, and commercial instructional materials. The largest portion of this guide features abstracts or summary descriptions of eighty-three contracts and grants managed by NIE since FY 72, arranged alphabetically and numerically; products available are also noted. (TA)

ED 154 161 08 CE 015 748

Kane, Roslyn D. And Others

**Problems of Women in Apprenticeship.**

RJ Associates, Inc., Arlington, Va.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Vocational Education Research Branch.

Pub Date Dec 77

Note—175p.; Not available in hard copy due to faint print in original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Apprenticeships, Background, \*Employment Problems, \*Equal Opportunities (Jobs), Failure Factors, Females, Job Applicants, Occupational Surveys, Personnel Integration, Recruitment, \*Sex Discrimination, Sex Role, Sex Stereotypes, Success Factors, \*Working Women

**Identifiers—Joint Apprenticeship Councils**

A study was conducted to determine why so few women applicants were admitted to apprenticeships, what the differences were between the successful and unsuccessful applicants, and what programs and services were needed to insure the success of both applicants and apprentices. In order to identify the major problem areas, 110 questionnaires were analyzed (77 from women apprentices and 33 from applicants) as well as interviews with 17 Joint Apprenticeship Councils (JACs) and 13 recruitment programs. While shortcomings were found in the societal, psychological, and developmental experiences of women, their lack of suitable education and training was considered especially critical because of its effect on their ability to meet admission requirements, to score well on written examinations, to pass oral interviews, and to qualify for points given according to previous course work. Another serious obstacle for women was obtaining a job for the apprenticeship. Once accepted, women encountered a further set of problems: acceptance by fellow workers and supervisors, male chivalry, physical or technical job demands, related instruction, and promotion. Women often voluntarily dropped out and strongly felt the need for supportive services. Specific recommendations were made and directed to the school systems, JACs, unions, employers, and Department of Labor to aid in the solution of these problems. (In an appendix the methodology used in the study is described in full.) (ELG)

ED 154 162 CE 015 767

Johnson, Beverly L.

**Where to Find BLS Statistics on Women.**

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—BLS-530

Pub Date Apr 78

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Background, Employment, \*Employment Statistics, \*Females, Income, \*Information Sources, \*Labor Force, Labor Market, Occupational Surveys, Salaries, Unemployment, Working Hours, \*Working Women

This pamphlet summarizes the statistics on women which are available from the Bureau of Labor Statistics and indicates where the data may be found. The sources indicated in this document represent a wide variety of publications, including press releases, periodicals, bulletins, and reports. The information is divided into the following four

areas: labor force status, employment, and unemployment; earnings and hours of work; education; and membership in labor organizations. Information on how to obtain the data is given at the back of the pamphlet. (BM)

ED 154 163 08 CE 015 772

Tarrier, Randolph B.

**Mainstreamed Handicapped Students in Occupational Education: Exemplary Administrative Practices.**

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

Spons Agency—New York State Education Dept., Albany. Div. of Occupational Education Supervision.

Report No.—CASE-04-78

Pub Date Mar 78

Grant—VEA-77-C-716

Note—103p.; Parts of this document, and the entirety of Appendix E, may not reproduce well due to faint, broken, or heavy print

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Administrative Organization, \*Administrative Principles, Guidelines, \*Handicapped Students, Inservice Education, \*Mainstreaming, \*Program Administration, Program Design, Program Effectiveness, School Personnel, State Surveys, \*Vocational Education

**Identifiers—New York**

A study was conducted in New York State to identify the administrative factors and/or practices that contribute to successful high school programs of mainstreaming the handicapped and to develop a working report that identifies these factors and/or practices to aid occupational education administrators and supervisors in planning and evaluating programs. Twelve representative school districts were visited and interviewed by teams of advisory consultants. Nine administrative components were rated for their effectiveness, and the features of each were outlined. Then a hierarchy or priority listing was established of the significance of each component of the administrative practices. In order of their apparent importance they are as follows: (1) organization and structure of the program, (2) professional training activities, (3) personnel, (4) design of mainstreaming program, (5) support services, and (6) community and state relations. Components found to be unrelated to effectiveness were preparation for acceptance of program, evaluation, and facilities/costs. Other factors found to be relevant included the basic philosophy of staff and administrators, the size of the program, student assignment, curriculum and cooperative education. (Among appended materials are lists of staff members and sites visited, site visit interview and summary guides, a bibliography, and features of an effective mainstreaming program.) (EG)

ED 154 164 CE 015 774

Plotz, Robert L.

**Probation Education Programs: An Annotated Bibliography.**

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Report No.—CASE-33-77

Pub Date Sep 77

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Annotated Bibliographies, \*Correctional Education, Corrective Institutions, Post Secondary Education, Prisoners, \*Probationary Period, Secondary Education

This selective bibliography cites documents produced between 1960 and 1976 and is divided by subject matter into two parts: section 1 contains fifty-six annotations on prison education programs on both the secondary and postsecondary levels, and section 2 contains nineteen annotations on probation. Included are journal articles, monographs, conference papers, speeches, dissertations, literature reviews, and research reports. While the results of investigative studies constitute the subject of the majority of documents, program reports (including those on demonstration and pilot projects) are also covered. Length of the annotations ranges from 50 to 200 words. As applicable, ERIC document numbers are provided in the citations as well as notice of abstracts in "Crime and Delinquency Literature," "Criminal Justice Abstracts," and "Abstracts in Criminology and Penology." (ELG)

ED 154 165 08 CE 015 788

Hoyt, Kenneth B.

**YEDPA: Obligations and Opportunities for American Education.**

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date Dec 77

Note—14p.; Paper presented at the Department of Labor/Department of Health, Education, and Welfare, Youth Employment Demonstration Projects Act workshops for Comprehensive Employment Training Act Prime Sponsors and Law Enforcement Assistance Administrators (December, 1977, and January, 1978)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Career Education, Change Strategies, \*Cooperative Programs, Educational Alternatives, \*Educational Change, Educational Legislation, Educational Opportunities, \*Educational Responsibility, Educational Strategies, Federal Legislation, \*Legal Responsibility, School Community Cooperation, School Industry Relationship, Work Experience Programs, \*Youth Employment

Identifiers—Public Law 95 93, Youth Employment and Demonstration Projects Act

Responsibilities of the formal education system in the collaborative effort among various parts of the Department of Labor, community based organizations, and the formal education system called for by the Youth Employment Demonstration Projects Act (YEDPA) of 1977 are addressed in this paper. Its basic thesis is that, as education discharges its obligations under YEDPA, a series of opportunities for needed basic structural changes in education will inevitably emerge. To defend this thesis, obligations of the formal education system found in the YEDPA legislation are specified, youth needs to be met by the collaborative effort involving the education system are listed, and a series of opportunities for basic educational change growing out of methods required to meet education's obligations are identified. Opportunities discussed include the following: to plan and implement ways of utilizing the broader community in the educative process; to learn about and implement new ways of awarding academic credit; to provide diversified educational opportunities of students within the framework of an integrated educational system; to enhance and protect freedom of career choice; and to relate educational experiences to later lifestyle activities of youth. (TA)

ED 154 166 CE 015 797

Augustin, James W. Lee, Mercile J.

**Career Education and Basic Skills: Should We Broaden Our Investigation?**

Pub Date Mar 78

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Achievement Gains, \*Basic Skills, \*Career Education, Communication Skills, Educational Research, Elementary School Teachers, Fused Curriculum, Language Skills, \*Student Improvement, \*Teacher Evaluation, Teaching Methods, Writing Skills

**Identifiers—Illinois (Rockford)**

A study was conducted to explore the possibility of career education's impact upon a broad range of basic skills, including skill areas where standardized test scores are usually not available. Information was obtained through structured interviews with nineteen elementary (grades 1-5) teachers in seven schools in Rockford, Illinois, who were selected based upon their principals' rating of the extent to which they integrated career education concepts and activities into their classroom teaching. Results of the Career Education Activities Survey used in the study outlined the types and frequencies of activities occurring in the interviewees' classrooms, but did not consistently distinguish between the high and low involvement groups based upon principals' ratings. The study yielded a positive response to the question posed in its title by providing evidence that career education can have an observable impact on other basic skills as well as on reading and mathematics. The number of students who showed improvements in the language arts skills areas of writing, speaking, and listening is impressive. These are important skills which are not

measured by the standardized achievement tests used in many previous studies, but which are clearly worthy of further investigation under more controlled conditions. Integration of career education into the curriculum has had a particularly beneficial effect in Rockford upon a number of slower learners and minority students. (TA)

**ED 154 167** CE 015 799

*Veres, Helen C. Reiss, Mary L.*  
**Assessing the Educational Needs of New York State Adults: Implications for Program Development.**

Spons Agency—New York State Education Dept., Albany Div. of Continuing Education.  
Pub Date Mar 78

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Adult Characteristics, \*Adult Counseling, \*Adult Education, \*Adults, Educational Background, \*Educational Interest, \*Educational Needs, Interests, Interviews, Participation, Personal Interests, Problems, Vocational Interests

Identifiers—New York

A survey of adult continuing education needs and preferences under the sponsorship of the Division of Continuing Education, New York State Education Department, was completed by a total of 20,486 upstate New York adults, excluding New York City. The survey instrument was designed to obtain information from adults (all persons sixteen or older who were not currently full-time students) in personal interviews and focused on six major areas: (1) background information on the adults surveyed, (2) past participation in continuing education activities, (3) expressed learning interests, (4) obstacles to participation in continuing education activities, (5) preferred conditions for participation in continuing education, and (6) potential for utilization of counseling and advising services for adults. The interview data were analyzed for the entire sample and for various subgroups, regions, and local communities. Approximately 94% of the respondents identified one or more subjects of personal interest, with half of these adults naming five or more topics of interest. The respondent selected a first-choice learning interest as well as naming all topics which held some interest for him or her. (Ten tables included in this paper summarize the findings in the six major survey areas by the variables of sex, age, and educational background.) (VB)

**ED 154 168** CE 015 803

*Miller, Gary G.*  
**New Directions in Maintenance Simulation.**  
Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Pub Date [78]  
Note—26p.; Figures in this document will not reproduce well; Best copy available

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Computer Oriented Programs, Definitions, Equipment Maintenance, \*Evaluation Methods, \*Flight Training, Military Training, Models, \*Program Development, \*Program Effectiveness, Program Evaluation, Simulated Environment, \*Simulation, \*Simulators, State of the Art Reviews, Visualization, Visual Perception

Identifiers—Air Force

A two-phase effort was conducted to design and evaluate a maintenance simulator which incorporated state-of-the-art information in simulation and instructional technology. The particular equipment selected to be simulated was the 6883 Convert/Flight Controls Test Station. Phase I included a generalized block diagram of the computer-trainer, the functions involved, and an evaluation design yet to be finalized. Phase II dealt with the data concerning the training capabilities and potential of the 6883 simulator. Imagetics, an evaluation technique, was investigated for use. (Imagetics was defined as a method of developing and testing the degree of a student's ability to develop and retain a mental image by causing the student to record responses indicative of the image development in a manner such that the responses are not immediately visible to the student.) Moreover, plans were made during the evaluation to develop and validate a set of Imagetics materials against an actual job sample and to assess the effectiveness of using

imagery as a training technique. This two-phase effort resulted in future plans to use the 6883 as a research vehicle to determine where, when, and how much simulation is necessary in Air Force training for the maintenance and operation of certain test equipment. (Also included in this report are an introductory discussion covering definitions of simulation systems, reasons for using simulation, the relationship between the training equipment and psychology, and the status of simulation.) (VB)

**ED 154 169** 08 CE 015 805

*Hull, William L.*

**The Continuation of Exemplary Projects.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 28 Mar 78

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Administrative Organization, \*Demonstration Projects, Diffusion, Educational Finance, Evaluation, Federal Legislation, \*Financial Support, Government School Relationship, Organization, Program Effectiveness, \*Success Factors, \*Vocational Education

Identifiers—\*Program Continuation, Public Law 90 576

Part D of Public Law 90-576 and other federal mandates have authorized the use of funds for exemplary projects and programs in vocational education. Despite the investment of funds, recent studies have found little evidence of impact. Therefore, a project was conducted to identify what administrative techniques or organizational arrangements were likely to result in the continuation of the exemplary project on site when outside funds are no longer available and in the program being implemented in school districts other than the host district. Following the identification of administrative and organization variables and the development of a conceptual framework, two questionnaires were developed for two different populations. These populations were exemplary project directors from projects funded between July 1, 1970 and June 30, 1978, and replication sites using results from the funded exemplary projects. Eleven findings of the study tended to corroborate findings from other research. Sites most likely to continue the exemplary projects tended to collect evaluation data more frequently than those sites less likely to continue. Continuation was associated with the use of experienced project directors and frequent inservice for staff. Local school districts were the primary source of funds for continuation of demonstration projects. Transportability of project results usually occurred through administrative channels, and technical assistance to replication sites occurred on a limited basis. (JH)

**ED 154 170** 08 CE 015 815

*Berry, Arthur O.*

**Competency Based Adult Vocational Education through Performance Based Teacher Education—An Implementation Delivery System." Final Report.**

Maine Univ., Portland-Gorham. School of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—498AH60059

Pub Date Jan 78

Grant—G007604116

Note—97p.; Some pages in the appendixes will not reproduce well due to faint, broken type

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Adult Vocational Education, Curriculum Development, Individualized Instruction, Individual Study, Inservice Teacher Education, Instructional Improvement, \*Job Skills, \*Performance Based Education, \*Performance Based Teacher Education, Post Secondary Education, Program Descriptions, Program Development, Teacher Evaluation, \*Vocational Education Teachers

Identifiers—Maine (Aroostook County)

A project was designed to develop a system that would prepare adult vocational instructors to design, develop, and implement competency-based programs for their students. Additional objectives included identifying occupational com-

petencies, developing and field testing vocational materials, and evaluating participating instructors' teaching competencies. The project utilized a competency-based staff development program for adult educators developed in 1975-76 at the University of Maine. The teacher-instructor competencies developed by the Center for Vocational Education at Ohio State University were selected as a basis for the program. Twenty adult vocational instructors from the Northern Maine Vocational Planning District were selected to participate. Individualized plans developed for each participant provided a basis for completion of the competencies in the various subjects represented. Among project outcomes were the following: the major objective was achieved; teachers were receptive to competence as a basis for professional evaluation and responded positively to individualized self-directed study; and though the project did not achieve its goal of developing finished modules (twelve are currently being revised and edited) for state distribution, vocational instructors in Aroostook County (Maine) became a focus for improvement in teaching. (Appendix material, which comprises the bulk of this document, includes project-related information such as a program review, lists of participants and staff, and three sample modules.) (DTT)

**ED 154 171** CE 015 816

*Harrison, Laurie R.*

**A National Study of Sex Stereotyping and Discrimination in Vocational Education.**

Pub Date 30 Mar 78

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Data Collection, Equal Opportunities (Jobs), \*Information Needs, Interviews, \*National Surveys, Research, \*Research Methodology, \*Sex Discrimination, \*Sex Stereotypes, \*Vocational Education

Identifiers—United States

This paper reviews the reasons that led to the Congressional mandate in 1976 for a national study of sex discrimination and stereotyping in vocational education and of the progress being made to reduce existing inequities and discusses the goals and methodology of the study, which is presently being conducted. First, in an introduction to the problem, comparisons are drawn generally between the salaries and career positions of working men and women, and an analysis is given of the number of women employed and their educational backgrounds. The role of vocational education as a contributing factor in career choice and its potential impact for effectuating change is examined. Having established the need for such a study, the author next turns to a description of the study itself. The purposes and contents of the interim and final reports are anticipated, and the methods used for sampling and data collection are delineated. After justifying the choice of interviewing as the best technique, the author lists the categories of persons to be questioned and explains the scope of the information sought. (ELG)

**ED 154 172** CE 015 828

*Novak, Jan L. Kosmo, Susan J.*

**A Systems Approach to Developing Employability Programming.**

Pub Date 78

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Business Education, \*Employment, Employment Potential, Employment Qualifications, \*Interpersonal Competence, Job Application, Job Search Methods, Job Skills, \*Measurement Instruments, Post Secondary Education, \*Program Evaluation, \*Program Planning, Promotion (Occupational), Surveys, Systems Approach, Trade and Industrial Education, Vocational Development, \*Vocational Education

Designed to develop materials by a systems approach to help local postsecondary educators plan and evaluate vocational job training programs, this project focused on the following: (1) the personal, interpersonal, and social skills necessary for job acquisition and survival in office, trade, and industry occupations; (2) the

development and field testing of an instrument to assess a student's ability in the skills and traits identified in 1; and (3) guidelines for using the instrument. The data collection procedures consisted of the following activities: a review of the literature; a search of nationally recognized tests of vocational readiness, vocational maturity, and of personality scales relating to employability; and a survey of employers, teachers, and former students in industrial and business vocational program areas by placement personnel in two Wisconsin vocational schools. Based on the results of the data collection procedures, the major content areas selected to be covered on the employability instrument were job getting, job seeking, and job advancement. A series of items related to each of these content areas was developed using a vignette framework. (Validation of the instrument is currently in progress.) (VB)

**ED 154 173** CE 015 882

Stewart, Charles  
Recent European Manpower Policy Initiatives. A Special Report of the National Commission for Manpower Policy. Special Report #3.  
National Commission for Manpower Policy, Washington D.C.  
Pub Date Nov 75  
Note—46p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
Descriptors—Business Cycles, \*Economic Climate, Economic Factors, \*Employment Programs, Federal Programs, Foreign Countries, Job Development, Job Training, Labor Market, \*Manpower Development, \*National Programs, \*Public Policy, Unemployment, Unemployment Insurance

Identifiers—\*European Countries  
This third special report of the National Commission for Manpower Policy provides information regarding the ways that European nations were dealing with complex manpower problems similar to the ones faced by the United States during the recession of 1974-1975. Following a brief introductory section, section 2 reviews the methods used by the Western European countries during the recession to maintain incomes and to help maintain job attachments. The third section examines expansionary measures employed by the industrial nations during the recession, including traditional measures, employment emphases in industry and regional policies, incentives for job creation, and active manpower policies for training and mobility. The concluding section presents twelve constructive innovations and policy tendencies observed in the recession experience to date. (EM)

**ED 154 174** CE 015 883

Proceedings of a Conference on Employment Problems of Low Income Groups. A Special Report of the National Commission for Manpower Policy. Special Report No. 5.

National Commission for Manpower Policy, Washington D.C.  
Pub Date Feb 76  
Note—100p.; Graphs in this document will not reproduce well due to small print

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**  
Descriptors—Conference Reports, \*Employment Opportunities, \*Employment Problems, \*Employment Programs, Financial Support, Income, Job Training, \*Low Income Groups, Manpower Development, Manpower Needs, \*Program Improvement, \*Vocational Education

The principal purpose of the conference on employment problems of low income groups which is summarized in this report was to ascertain the views of the conferees about, first, the impact of manpower programs on their respective constituencies and, second, important changes in manpower policies and programs that the conferees would recommend to enhance the employment, income and quality of life of their client groups. The following four subject areas are addressed in this report: meeting the shortfall in jobs and employment opportunities; developing better means and approaches for providing occupational and other skills required in the labor market; clarifying and working out the income relationship between jobs and support programs such as welfare and food stamps; and improving the quality of employment opportunities made available in terms of income and career potential. The appendix constitutes a major portion of the document and includes four sections. First is a

list of the names of the conference participants. Second, the discussion themes for the conference are outlined. The third section contains written submissions expressing the views and concerns of each conference participant's group or organization on the conference theme (only submissions received prior to the conference are included). The fourth section includes the post-conference submissions of the participants. (JH)

**ED 154 175** CE 015 884

Taggart, Robert, III And Others  
Current Issues in the Relationship between Manpower Research and Policy. A Special Report of the National Commission for Manpower Policy. Special Report No. 7.

National Commission for Manpower Policy, Washington D.C.  
Pub Date Mar 76  
Note—93p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**  
Descriptors—Conference Reports, Job Market, Labor Market, \*Manpower Development, \*Manpower Needs, Manpower Utilization, National Surveys, \*Policy Formation, Public Policy, \*Research, Research Needs

Identifiers—\*National Longitudinal Surveys, NLS, United States

This report summarizes the proceedings of a conference on manpower research that assembled a heterogeneous group of data gatherers, analysts, and policymakers to assess data and information needs, the usage of information by researchers, the policy implications of ongoing research, and the processes by which academic findings impact on policy. The content consists of a summary of the conference discussion which included manpower research and policy, research-policy interface, macroeconomic theory and policy, local manpower planning, designing and administering research efforts, manpower research priorities, research in congressional and administrative policy, and summary observations. The appendix, which comprises three-fourths of this report, contains a list of conference participants and four conference papers. These papers and their authors are as follows: (1) "The National Longitudinal Surveys: Lessons for Human Resource Policy," by Herbert S. Parnes; (2) "Lessons from the National Longitudinal Surveys: A Commentary," by Arvil V. Adams; (3) "Selected Comments on Research and Policy," by William Spring; and (4) "AFL-CIO Statement on Manpower Research and Policy," by Markley Roberts. (EM)

**ED 154 176** CE 015 885

Hall, Robert T.  
The Quest for a National Manpower Policy Framework. A Special Report of the National Commission for Manpower Policy. Special Report No. 8.

National Commission for Manpower Policy, Washington D.C.  
Pub Date Apr 76  
Note—72p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-003-00176-4, \$1.35)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**  
Descriptors—Economic Climate, Economic Factors, Employment Problems, \*Employment Programs, Equal Opportunities (Jobs), Federal Government, Federal Programs, Job Training, \*Manpower Development, Manpower Utilization, \*National Programs, \*Policy Formation, \*Public Policy, Unemployment, Unemployment Insurance

Identifiers—United States  
This eighth special report of the National Commission for Manpower Policy sets forth a conceptual base and the major elements for constructing a national manpower policy framework. The content is presented in six sections. The first one is a brief introduction, while section 2 covers the rationale supporting the development of a national manpower policy framework. The third section describes many of the interrelationships and interdependencies that exist between manpower and other policies, and postulates some of the basic principles that should guide the formulation of a national manpower policy. Section 4 presents some of the possible manpower measures and the ways they can be utilized, including consideration of variations based on different economic circumstances. The fifth section identifies some of the key policy areas which should be addressed in developing a national manpower policy

framework. The last section is a summary and conclusion. (EM)

**ED 154 177** CE 015 886

Brimmer, Andrew F.  
The Economic Position of Black Americans: 1976. A Special Report of the National Commission for Manpower Policy. Special Report No. 9.

National Commission for Manpower Policy, Washington D.C.  
Pub Date Jul 76

Note—78p.; Some charts in this document may not reproduce well due to small print

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Blacks, \*Economic Change, \*Economic Progress, \*Employment Patterns, Employment Problems, Employment Projections, Employment Statistics, \*Employment Trends, Equal Opportunities (Jobs), Federal Programs, Income, Public Service Occupations, \*Trend Analysis, Unemployed

Assessing the economic progress of blacks in the United States during the last decade and a half, this special report is divided into eight chapters. Chapter I provides an overview of the report noting the overall conclusion that the economic position of blacks (as well as that of other racial minority groups and of poor whites) is not likely to change much through the rest of the decade if national economic policy remains on its present course. In chapter II, the main contours of economic growth are traced—strong expansion during the 1960s and relative stagnation since. Trends in the black labor force, employment, and unemployment in recent years are analyzed in chapter III. The changing occupational and industry structure of black employment is examined in chapter IV. Chapter V appraises the impact of the Equal Employment Opportunity program on the job gains of blacks. Chapter VI discusses black employment in the public sector. The changing position of blacks with the distribution of income during the last decade and a half is discussed in chapter VII. Finally, the long-term outlook for income and employment is appraised in chapter VIII. Appendix tables illustrate the following information: civilian labor force participation rates for persons sixteen years and over by color, sex, and age (annual averages, 1959-74); civilian labor force by color, sex, and age (1959-75); employment by color, sex, and age (1959-75); and unemployment rates by color, sex, and age (1959-75). (JH)

**ED 154 178** CE 015 887

Reexamining European Manpower Policies. A Report on a Conference Sponsored by the National Commission for Manpower Policy in Hainzelle, Belgium, June 1976. Special Report No. 10.  
National Commission for Manpower Policy, Washington D.C.

Pub Date Aug 76  
Note—259p.; Some parts of the appendix may not reproduce well due to small print

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.**  
Descriptors—Conference Reports, \*Economic Factors, \*Employment Programs, Foreign Countries, Incentive Grants, Job Development, \*Manpower Development, National Programs, \*Policy Formation, \*Public Policy, Unemployment, Unemployment Insurance

Identifiers—\*European Countries  
The conference reported here was held to bring together European manpower experts and United States representatives to discuss European manpower programs and policies developed and expanded as a result of the 1974-1976 recession and recovery, and methods for coordinating manpower and general economic policies. This report contains a list of the participants, the conference agenda, and a conference summary. Fourteen discussion papers are appended. The titles of these papers are as follows: "Recent Trends in Western Economies: Needs and Methods for Further Development of Manpower Policy"; "Exchequer Costs of Unemployment"; "Alternatives to Unemployment: With Particular Reference to the Experiences of the Federal Republic of Germany in 1974-1976"; "French Employment Policy During 1974-1976"; "A Trade Union View of Labor Market Measures in the United Kingdom"; "Pushed Out of the Cookoo's Nest: The Preference for Young over Older Workers in Belgian Social and Economic Policy in Times of Recession"; "The Netherlands' Interdepartmental Committee on Labor Market Policy"; "The United States Manpower Situation"; "Unemployment Benefits and Related Pay-



ments in Seven Major Countries"; "Overseas Experience in the Use of Industrial Subsidies"; "The Administration of Industrial Subsidies"; "Recommendation of the OECD Council on a General Employment and Manpower Policy"; "Employment"; and "Sector Policy: The Case of Swedish Shipbuilding." (EM)

ED 154 179 CE 015 888

Fein, Rashi Bishop, Christine  
Employment Impacts of Health Policy Developments. A Special Report of the National Commission for Manpower Policy. Special Report No. 11.

National Commission for Manpower Policy, Washington D.C.

Pub Date Oct 76

Note—103p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—\*Cost Effectiveness, Cost Indexes, Costs, Employment Trends, Federal Government, \*Health, Health Occupations, Health Personnel, Health Services, \*Labor Market, Labor Supply, \*Manpower Development, \*Manpower Utilization, Paraprofessional Personnel, Physicians, Policy Formation, Professional Personnel, \*Public Policy

Identifiers—United States

This eleventh special report of the National Commission for Manpower Policy examines the manpower, employment, and training implications of policy developments in the health care industry. Section 1 describes the health care industry setting, including health sector characteristics and health expenditure growth. Sections 2 and 3 deal with the employment of the largest group of health care workers: those employed by others and, particularly, those in institutional settings. In section 2 the past trends and future prospects for such workers are examined and includes the current utilization of professionals and paraprofessionals in health care, the forces that have stimulated health expenditure growth and those leading to expenditure restraints, and the labor market impact of mechanisms implemented to control expenditures along with countervailing forces working to continue past trends in growth. Section 3 explores some of the manpower policy implications inherent in future trends and developments in health labor markets. The fourth section, focusing on physicians, discusses the labor market for physicians and examines four potentially significant developments: policies to redistribute physicians, growing emphasis on primary care, growth of prepaid group practice, and increases in physician supply. The concluding section summarizes and then recommends nine ways to improve manpower policy planning and decisionmaking in the health care industry. (EM)

ED 154 180 CE 015 889

Directions for a National Manpower Policy: A Collection of Policy Papers Prepared for Three Regional Conferences. A Special Report of the National Commission for Manpower Policy. Special Report No. 14.

National Commission for Manpower Policy, Washington D.C.

Pub Date Dec 76

Note—260p.; Some of the papers may not reproduce well because of light or broken type; For a related document see ED 138 763

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Conference Reports, \*Economic Change, Economic Development, Employment, Employment Level, \*Employment Problems, Employment Programs, Energy, Labor Economics, \*Manpower Development, Manpower Needs, \*Manpower Utilization, National Organizations, National Programs, National Surveys, Policy Formation, \*Public Policy, Rural Areas, School Industry Relationship, Statistical Data, Urban Areas, \*Youth Employment, Youth Problems

Identifiers—Comprehensive Employment and Training Act 1973

The papers contained in this special report were written as background material for three conferences sponsored on behalf of the National Commission for Manpower Policy. (Information on the proceedings of the conferences can be found in a related document, ED 138 763.) The papers, by titles, included here are as follows: "Defining the Dimensions of a National Manpower Policy"; "Manpower Policies and the National Economy"; "Manpower Policy Goals for Urban America"; "Manpower and Rural-Urban Balance"; "Manpower Policy for Balanced

Economic Growth"; "The Dilemmas of Renewing an Active Manpower Policy"; "Should Full Employment Be a Major National Goal"; "Full Employment: The Challenge before Us"; "The Interface of Public Policies and Economic Development"; "Do Our Statistics Measure the Real Labor Market Hardships"; "Youth Unemployment: Towards a Comprehensive Solution"; "Youth Unemployment, Bridge Jobs and National Policy"; "Industry-Education Collaborative Efforts in Youth Employment"; "CETA—The Basic Assumptions and Future Prospects"; "Manpower Programs and Services—The Infrastructure from the Local Perspective"; "Income Security at the Local Level: Cross Linkage between Employment, Training and Transfer Programs"; and "Energy Employment: The Critical Dependency in the U. S. Economy." (JH)

ED 154 181

CE 015 890

Clark, Robert

Adjusting Hours to Increase Jobs: An Analysis of the Options. A Special Report of the National Commission for Manpower Policy. Special Report No. 15.

National Commission for Manpower Policy, Washington D.C.

Pub Date Sep 77

Note—78p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*Cost Effectiveness, Employer Employee Relationship, Employment Patterns, \*Employment Practices, Employment Programs, Federal Government, Federal Legislation, \*Job Development, \*Labor Market, Labor Supply, Manpower Development, Manpower Utilization, National Programs, \*Public Policy, Unemployment, Unemployment Insurance, \*Working Hours

Identifiers—United States

This fifteenth special report of the National Commission for Manpower Policy examines the interplay between the forces determining work schedules and the incidence and prevalence of unemployment. In the first chapter the author sets forth the major trends in hours of work and in the changing structure of the labor force that has led increasingly to families in which both spouses hold jobs. Chapter 2 focuses on how firms are likely to respond to changes in the demand for their products, both in periods of expansion and contraction, by altering their employment and hours of scheduling. Chapter 3 discusses existing public policies that influence the employment decisions of firms, including payroll taxes, fringe benefit policies, overtime legislation, and minimum wages. The fourth chapter discusses the potential influence of unemployment insurance, social security, private pension systems, and government fiscal policy on the labor supply. The sixth chapter briefly discusses jobs for the hard to employ labor force. The concluding chapter makes six policy recommendations to decrease the unemployment rate by encouraging a reduction in the hours of work and identifies areas where further research is needed. Cost calculations of reducing work hours and increasing the number of jobs are appended. (EM)

ED 154 182

CE 015 892

Labor Market Intermediaries. A Special Report of the National Commission for Manpower Policy. Special Report No. 22.

National Commission for Manpower Policy, Washington D.C.

Pub Date Mar 78

Note—364p.

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—\*Community Agencies (Public), Computer Oriented Programs, Conference Reports, \*Employment Opportunities, Employment Programs, \*Employment Services, Job Placement, \*Job Search Methods, Labor Market, Newspapers, \*Private Agencies, Referral, School Involvement

Identifiers—Great Britain, Temporary Help Service Industry, \*United States

The papers contained in this special report were written as background material for a national conference. Following a conference summary, the following papers are included: "Labor Market Intermediaries: An Overview"; "A Reexamination of What is Known about Jobseeking Behavior in the United States"; "The Public Employment Service as a Labor Market Intermediary"; "The British Public Employment Service"; "The Role of Help Wanted Ads"; "An Analysis of the Temporary Help Industry"; "The Socio

Economic Roles of the Temporary Help Service in the United States Labor Market"; "Hiring Halls as Labor Market Intermediaries"; "The Private Employment Agency as a Labor Market Intermediary"; "Community Based Organizations as Labor Market Intermediaries"; and "From School to Work: The Experience of Bell and Howell Schools in Matching Graduates to Careers." A list of conference attendees concludes the report. (JH)

ED 154 183

CE 015 894

An Interim Report to the Congress of the National Commission for Manpower Policy. Public Service Employment and Other Responses to Continuing Unemployment. Report No. 2.

National Commission for Manpower Policy, Washington D.C.

Pub Date Jun 75

Note—24p.; For related documents see CE 015 893-897

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Employment Problems, \*Employment Programs, Federal Programs, \*Job Training, Manpower Development, Policy Formation, \*Program Improvement, Unemployment, Unemployment Insurance, Youth Employment

Identifiers—United States

This report of the National Commission for Manpower Policy summarizes the findings and recommendations on Public Service Employment (PSE) along with considering other responses to continuing unemployment. This booklet's content is presented in two sections. Section 1 summarizes the findings and makes twenty-one recommendations pertaining to PSE, summer jobs for youth, the unemployment insurance system, special assistance to the unemployed (mortgage payments and health insurance), energy and its manpower implications, and coordination of manpower and related programs. The second section discusses the assumptions, expectations and concerns which led to the recommendations presented in section 1. (EM)

ED 154 184

CE 015 895

First Annual Report to the President and the Congress of the National Commission for Manpower Policy: Toward a National Policy. Report No. 3.

National Commission for Manpower Policy, Washington D.C.

Pub Date Oct 75

Note—50p.; Parts of the appendix may not reproduce well because of small, faint type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Economic Change, \*Economic Factors, Employment Programs, Labor Economics, \*Manpower Development, Manpower Needs, Manpower Utilization, \*National Programs, Planning Commissions, \*Policy Formation, Program Coordination, \*Program Evaluation, \*Public Policy, Unemployment Insurance

Identifiers—Comprehensive Employment and Training Act 1973

This first annual report of the National Commission for Manpower Policy addresses three subject areas. Addressed first are the dimensions of a national manpower policy. This discussion includes the examination of the principle areas in the work plan of the commission and an assessment of the manpower policy in the United States in the Fall of 1975. Second, manpower policy and macro-economic policy are reviewed including the areas of policy interface, public job creation, and income transfer alternatives. Third, a current manpower program assessment is given for the Comprehensive Employment and Training Act (CETA) system, unemployment insurance, and the coordination of manpower and related programs. The appendix summarizes the commission's recommendations to date. (JH)

ED 154 185

CE 015 897

An Employment Strategy for the United States: Next Steps. Second Annual Report to the President and the Congress of the National Commission for Manpower Policy. Report No. 5.

National Commission for Manpower Policy, Washington D.C.

Pub Date Dec 76

Note—102p.; Some parts of this document may not reproduce well due to small or faint print; For related documents see CE 015 893-897

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Annual Reports, \*Employment Programs, Federal Government, Job Training, \*Manpower Development, \*National Programs,



\*Policy Formation, \*Public Policy, Unemployment, Youth Employment  
 Identifiers—National Commission for Manpower Policy

This second annual report of the National Commission for Manpower Policy focuses on an employment strategy to attain the goal of full employment. In Section I the Commission's recommendations from the text are summarized into twenty steps to establish an employment strategy. Section II provides background information on the definition of employment strategy, the evolution of manpower policy in both the public and private sectors, and the threat of high level unemployment. In Section III the strategy is delineated: the first step is to make a national commitment to achieve full employment; the second to establish interim targets of reduced unemployment levels by both public and private programs; and the third to implement the following measures: (1) new and improved programs aimed at employment of the young; (2) intensified efforts to move persons from income-transfer support to training or jobs; and (3) strengthening manpower programs and institutions by developing antirecessionary strategy, improving manpower knowledge and information base, and eliminating prejudice. Following Section IV, the Commission's agenda for 1977, are three appendices and three addenda. The appendices recapitulate previous recommendations by the Commission, list its reports and publications, and account for its activities, staff, sources, and funding. The addenda list its meetings, conferences, and commissioned works. (EG)

ED 154 186 CE 015 927

*Secko, Joseph L. Henry, William C.*  
**Guidelines for Establishing a Vocational Assessment System for the Special Needs Student.**  
 Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton, Div. of Vocational Education.  
 Report No.—SP-453  
 Pub Date Apr 78  
 Note—54p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$3.00, plus postage)  
 EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrator Guides, \*Career Education, \*Educational Assessment, Educational Legislation, Educational Philosophy, Evaluation Criteria, Evaluation Methods, \*Guidelines, \*Handicapped Students, Program Development, \*Program Evaluation, Relevance (Education), Staff Utilization, Vocational Development, \*Vocational Education

This manual presents guidelines for vocational education administrators and evaluators on how vocational evaluation can be integrated into career education and how it ties in with the mandates of federal legislation concerning the handicapped. Beginning the manual, a philosophy of vocational assessment is offered followed by a discussion of the relevancy of vocational assessment to career development. Next, the major methods of vocational assessment and the criteria for selecting a vocational evaluation system are examined. A comparison for selecting five evaluation systems using educational variables is then presented in chart form from both the administrator's and evaluator's perspective. Following this information are sections on setting up, staffing, and operating the vocational assessment unit. Also included is a section on writing the vocational evaluation report. The future of vocational assessment is analyzed in the final section. A bibliography and a glossary of terms conclude the manual. (JH)

ED 154 187 CE 015 930

*Renshad, Rosalind S.*  
**Minorities and Women in State and Local Governments. 1974. Volume I—U.S. Summary.**  
 Research Report No. 52-1.

Equal Employment Opportunity Commission, Washington, D.C.  
 Pub Date 77

Note—431p.; Not available in hard copy due to reproducibility problems; For related documents see CE 015 931-935

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—American Indians, Asian Americans, Blacks, Comparative Statistics, Employ-

ment Opportunities, \*Employment Patterns, Employment Practices, Employment Statistics, \*Equal Opportunities (Jobs), \*Government Employees, Local Government, \*Minority Groups, National Surveys, Occupational Surveys, Public Service Occupations, Racial Discrimination, Salaries, Salary Differentials, Sex Discrimination, \*Socioeconomic Status, Spanish Americans, State Government, Statistical Data, Tables (Data), Underemployed, \*Working Women

Identifiers—United States

One of six volumes summarizing through narrative and statistical tables data collected by the Equal Employment Opportunity Commission in its 1974 survey, this volume, "United States Summary," details nationwide statistics on the employment status of minorities and women. Data include forty-six state governments and virtually all local governments with 100 or more employees, plus a sample of local governments with fifteen to ninety-nine employees. Statistics in this study are designed to highlight various aspects of the employment status of persons by six mutually exclusive ethnic groups and by sex. Included in the survey are fifteen government functions, eight job categories, and salary data. The conclusion was made that statistics in this report show slight overall increases in the proportions of fulltime minority group and female employees in state and local government work forces since the first survey in 1973; nonetheless, equal employment opportunity had not been realized in 1974. Inequities in occupational distributions and in median annual salaries persisted for minorities and women. Appendixes, which make up the greater part of the document, contain statistical summaries of state and local government information, instructions for filing and report form, and source and reliability of data. (TA)

ED 154 188 CE 015 931

*Froning, Mary L.*  
**Minorities and Women in State and Local Governments. 1974. Volume II—State Governments.**  
 Research Report No. 52-2.

Equal Employment Opportunity Commission, Washington, D.C.  
 Pub Date 77

Note—405p.; Not available in hard copy due to reproducibility problems; For related documents see CE 015 930-935

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—American Indians, Asian Americans, Blacks, Comparative Statistics, Employment Opportunities, \*Employment Patterns, Employment Practices, Employment Statistics, Equal Opportunities (Jobs), \*Government Employees, \*Minority Groups, Occupational Surveys, Public Service Occupations, Racial Discrimination, Salaries, Salary Differentials, Sex Discrimination, \*Socioeconomic Status, Spanish Americans, \*State Government, State Surveys, Statistical Data, Tables (Data), Underemployed, \*Working Women

Identifiers—United States

One of six volumes summarizing through narrative and statistical tables data collected by the Equal Employment Opportunity Commission in its 1974 survey, this second volume details the employment status of minorities and women in state governments. Statistics in this study are designed to highlight various aspects of the employment status of persons by six mutually exclusive ethnic groups and by sex. Included in the survey are fifteen government functions, eight job categories and salary data. The conclusion was made that minorities and women in state governments are far from achieving representation equal to their overall civilian labor force participation in every occupation surveyed. For women and for all minority groups except Asian Americans, median annual salaries compared very unfavorably with men and whites, respectively. Employment growth rates indicate that state governments would have ample opportunity to change their employment profiles to provide increased job openings for minorities and women. Appendixes, which make up the greater part of the document, contain statistical summaries of state information collected and instructions for filing and report form. (TA)

ED 154 189 CE 015 932

*Froning, Mary L.*  
**Minorities and Women in State and Local Governments. 1974. Volume III—County Governments.**  
 Research Report No. 52-3.

Equal Employment Opportunity Commission, Washington, D.C.

Pub Date 77

Note—393p.; Not available in hard copy due to reproducibility problems; For related documents see CE 015 930-935

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—American Indians, Asian Americans, Blacks, Comparative Statistics, Employment Opportunities, \*Employment Patterns, Employment Practices, Employment Statistics, Equal Opportunities (Jobs), \*Government Employees, \*Local Government, \*Minority Groups, Occupational Surveys, Public Service Occupations, Racial Discrimination, Salaries, Salary Differentials, Sex Discrimination, \*Socioeconomic Status, Spanish Americans, Statistical Data, Tables (Data), Underemployed, \*Working Women

Identifiers—United States

One of six volumes summarizing through narrative and statistical tables data collected by the Equal Employment Opportunity Commission in its 1974 survey, this third volume details the employment status of minorities and women in county governments across the nation. Reports from 1,491 counties were used to project national employment figures. Statistics in this study are designed to highlight various aspects of the employment status of persons by six mutually exclusive race/ethnic groups and by sex. Included in the survey are eight job categories, fourteen government functions, and salary data. The conclusion was made that the status of minorities and women in county governments in 1974 was far from ideal. Although minorities (with the exception of Spanish Surnamed Americans) and women were fairly well represented in overall county government employment, both groups generally had difficulty accessing the better paying functions and occupations of government. New hire data from the survey indicate very slow progress toward changing employment patterns in county government. Appendixes, which make up the greater part of the document, contain statistical summaries of county government information, instructions for filing and report form, and source and reliability of data. (TA)

ED 154 190 CE 015 933

*Skinner, Alice W.*  
**Minorities and Women in State and Local Governments. 1974. Volume IV—Municipal Governments.**  
 Research Report No. 52-4.

Equal Employment Opportunity Commission, Washington, D.C.  
 Pub Date 77

Note—396p.; Not available in hard copy due to reproducibility problems; For related documents see CE 015 930-935

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—American Indians, Asian Americans, Blacks, Comparative Statistics, Employment Opportunities, \*Employment Patterns, Employment Practices, Employment Statistics, Equal Opportunities (Jobs), \*Government Employees, Local Government, \*Minority Groups, \*Municipalities, Occupational Surveys, Public Service Occupations, Racial Discrimination, Salaries, Salary Differentials, Sex Discrimination, \*Socioeconomic Status, Spanish Americans, Statistical Data, Tables (Data), Underemployed, \*Working Women

Identifiers—United States

One of six volumes summarizing through narrative and statistical tables data collected by the Equal Employment Opportunity Commission in its 1974 survey, this fourth volume details the employment status of minorities and women in municipal governments. Based on reports filed by 2,230 municipalities, statistics in this study are designed to highlight various aspects of the employment status of persons by six mutually exclusive race/ethnic groups and by sex. Included in the survey are eight job categories, fifteen government functions, and salary data. The conclusion was made that both employee groups were virtually excluded from the high-salaried functions and from the more skilled and responsible jobs; they were concentrated in the lowest salaried functions, in the less skilled low-paying jobs offering little or no chance of advancement; and they were consistently paid less than their white or male counterparts. Appendixes, which make up the greater part of the document, con-

tain statistical summaries of municipal government information, instructions for filing and report form, and source and reliability of data. (TA)

**ED 154 191** CE 015 934

*Reshad, Rosalind S.*  
**Minorities and Women in State and Local Governments. 1974. Volume V—Township Governments. Research Report No. 52-5.**

Equal Employment Opportunity Commission, Washington, D.C.

Pub Date 77

Note—370p.; Not available in hard copy due to reproducibility problems; For related documents see CE 015 930-935

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—American Indians, Asian Americans, Blacks, Comparative Statistics, Employment Opportunities, \*Employment Patterns, Employment Practices, Employment Statistics, Equal Opportunities (Jobs), \*Government Employees, Local Government, \*Minority Groups, \*Municipalities, Occupational Surveys, Public Service Occupations, Racial Discrimination, Salaries, Salary Differentials, Sex Discrimination, \*Socioeconomic Status, Spanish Americans, Statistical Data, Tables (Data), Underemployed, \*Working Women

**Identifiers**—United States

One of six volumes summarizing through narrative and statistical tables data collected by the Equal Employment Opportunity Commission in its 1974 survey, this fifth volume details nationwide statistics on the employment status of minorities and women working in township governments. Data from 299 actual units of government in fourteen states were used to project national employment figures. Statistics in this study are designed to highlight various aspects of the employment status of persons by six mutually exclusive race/ethnic groups and by sex. Included in the survey are eight occupational categories, fourteen government functions, and salary data. The conclusion was made that only negligible numbers of minorities were among those hired in this level of government, and only about one of every four new hires was a woman. Statistics indicated that minorities and women were being hired in functions and occupations where substantial proportions of them already were working, and the few minorities employed were substantially confined to service/maintenance jobs. Inequities in occupational and salary distributions persisted for minorities as compared with whites. Also, women had not reached parity with men in employment in functions, occupations, or salary levels. Appendixes, which make up the greater part of the document, contain statistical summaries of township government information, instructions for filing and report form, and source of reliability of data. (TA)

**ED 154 192** CE 015 935

*Robertson, Winston O., Jr.*  
**Minorities and Women in State and Local Governments. 1974. Volume VI—Special Districts. Research Report No. 52-6.**

Equal Employment Opportunity Commission, Washington, D.C.

Pub Date 77

Note—337p.; Not available in hard copy due to reproducibility problems; For related documents see CE 015 930-934

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—American Indians, Asian Americans, Blacks, \*Community Services, Comparative Statistics, Employment Opportunities, \*Employment Patterns, Employment Practices, Employment Statistics, Equal Opportunities (Jobs), \*Government Employees, Local Government, \*Minority Groups, Occupational Surveys, Public Service Occupations, Racial Discrimination, Salaries, Salary Differentials, Sex Discrimination, \*Socioeconomic Status, Spanish Americans, Special Services, Statistical Data, Tables (Data), Underemployed, \*Working Women

**Identifiers**—United States

One of six volumes summarizing through narrative and statistical tables data collected by the Equal Employment Opportunity Commission in its 1974 survey, this sixth volume details the employment status of minorities and women in special district governments (excluding school districts), by examining the general governmental

activities they performed, the kinds of jobs they held, and the wages they were paid. Special districts are defined as independent local governments (e.g., authorities, commissions, administrations, etc.) created to provide specific community services, such as mass transit systems, sanitation and sewage, energy and soil conservation, health care, and housing. The conclusion was made that minorities and women were both well represented in special district employment. However, women were virtually dependent on hospitals and sanatoriums for employment, while minorities, especially men, were over-concentrated in service/maintenance jobs. Women were virtually excluded from the high salary utilities or transportation district jobs and minorities were substantially underrepresented in the professional and decision-making positions in all functions. Appendixes, which make up the greater part of this document, contain statistical summaries of special district information, instructions for filing and report form, and source and reliability of data. (TA)

**ED 154 193** CE 015 936

**Nurse Training Act of 1975. First Report to the Congress, February 1, 1977. Report of the Secretary of Health, Education, and Welfare on the Supply and Distribution of and Requirements for Nurses as Required by Section 951, Nurse Training Act of 1975, Title IX, Public Law 94-63. Health Manpower References.**

Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Nursing.

Report No.—DHEW-HRA-78-38

Pub Date Feb 78

Note—211p.; Not available in hard copy due to reproducibility problems

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Degree Requirements, Educational Experience, Employment Opportunities, Employment Patterns, \*Employment Projections, \*Employment Qualifications, \*Employment Statistics, Employment Trends, \*Geographic Distribution, Health Personnel, \*Labor Supply, Minority Groups, \*Nurses, Resources, Salaries

**Identifiers**—Nurse Practitioners

In compliance with section 951 of Public Law 94-63, this first annual report presents and analyzes information on the supply and distribution of nursing personnel. The report is organized into three parts. Part I presents data on the projections of supply, distribution, and requirements of nursing personnel. Also included in this section is a discussion of nurse practitioners. Part II represents a description of the data appearing in the latest studies which are of particular importance in the determination of nursing resources and requirements. The findings are presented in the following broad categories: the total nursing group, including those active and inactive and if active, those on a full- or part-time basis; the employment distribution of nursing personnel including data currently available on nurses in specialized areas; the number of nurses with advanced training or graduate degrees; average compensation of nursing personnel; foreign-trained nurses; and registered nurses with minority backgrounds. Part III summarizes the findings about the nursing personnel in the United States. Appended information includes methodological approaches to the area of requirement determination and tables of data related to part II of the report. (JH)

**ED 154 194** CE 015 953

*Thomas, Patricia J.*  
**Why Women Enlist: The Navy as an Occupational Choice.**

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-TR-77-20

Pub Date Mar 77

Note—33p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Armed Forces, Background, \*Enlisted Personnel, \*Females, Longitudinal Studies, Males, Manpower Utilization, Motivation, Occupational Aspiration, \*Occupational Choice, \*Sex Differences, Values, Work Attitudes

**Identifiers**—\*Navy, Nontraditional Occupations, United States

As part of a longitudinal research project to investigate attrition among female enlistees, a study was conducted to assess the differences between male and female recruits in background, occupational values, and motivation for enlistment. A sample of 1,000 men and 1,000 women was administered a questionnaire during the early weeks of recruit training. The findings (as discussed and as presented in a series of seven tables in the report) revealed the following: (1) although men and women came from different backgrounds, they enlisted for similar reasons, i.e., to make something of their lives, to acquire education and training, and to travel; (2) men had different occupational values as they were more interested in rewards such as advancement and recognition while women preferred jobs that were people-oriented and altruistic, were located in a clean, cheerful environment, and did not involve machinery or physical risk. It was concluded that the values of many of the women were not consistent with the nontraditional jobs to which they might be assigned. To attract women with compatible values, recommendations were proposed to provide the applicant pool with information about the Navy's utilization of women and to reorient recruiters. (EG)

**ED 154 195** 08 CE 015 955

**Fiber, Fabric, and Fashion. Clothing and Textiles Curriculum. Environment I.**

Arizona State Univ., Tempe.

Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education; Office of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Note—422p.; Not available in hard copy because of reproducibility problems; For related documents see CE 015 956-957

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Clothing Design, \*Clothing Instruction, Curriculum Guides, Design Crafts, Individualized Instruction, Job Skills, \*Learning Activities, \*Occupational Home Economics, Performance Based Education, Post Secondary Education, Secondary Education, Sewing Instruction, Textiles Instruction

A competency-based instructional guide for grades 7-14, this volume is one of three parts, each of which focuses on a different instructional environment (psychomotor, cognitive, or affective) for clothing or fashion instruction, and each of which includes competencies and corresponding learning activities for each of three instructional levels. The topic for this volume (Environment I—psychomotor) is fashion selection and construction, with emphasis placed on individualized instruction. (The Environment II volume [CE 015 956] on clothing communication and the clothing consumer in the marketplace emphasizes group processes while Environment III [CE 015 957] on exploring fashion careers emphasizes interdisciplinary instruction.) Besides the six chapters that constitute Environment I, this volume includes the introductory sections to the entire set, outlining the methodology used to develop the course, its structure, possibilities for application, and scope, and listing companies offering materials to home economic teachers. Constructed so that the student may proceed at his own pace, the six topics of this volume are crafts; selection of clothing, patterns, and fabrics; fiber and fabrics; sewing equipment; construction competencies; and care of clothing. Each chapter consists of the following parts: a topical outline, a bibliography, the competencies and corresponding activities for each instructional level, and validated challenge tests. (ELG)

**ED 154 196** 08 CE 015 956

**Fiber, Fabric and Fashion. Environment II.**

Arizona State Univ., Tempe.

Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education; Office of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Note—136p.; Not available in hard copy because of reproducibility problems; For related documents see CE 015 955-957

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Clothing Design, Clothing Instruction, \*Consumer Education, Curriculum Guides, \*Fashion Industry, Group Instruction, \*Learning Activities, \*Occupational Home



Economics, Performance Based Education, Post Secondary Education, Secondary Education

A competency-based instructional guide for grades 7-14, this volume is one of three parts, each of which focuses on a different environment (psychomotor, cognitive, or affective), and each of which includes competencies and learning activities for each of three instructional levels. The topics for this volume (Environment II—cognitive) are clothing communication and the clothing consumer, chapters 7 and 8 of the series, which emphasize group processes. (The Environment I volume, on fashion selection and construction, emphasizes individualized instruction while Environment III, exploring fashion careers, focuses on interdisciplinary instruction.) Clothing communication, chapter 7, covers five topics: clothing impressions, a historical retrospective, clothing selection, wardrobe planning, and functions of clothing. The Clothing Consumer in the Marketplace, chapter 8, considers four influences on clothing sales: the consumer, business, national economy, and government. Each chapter consists of the following parts: a topical outline, a bibliography, the competencies and corresponding activities for each instructional level, and appendices with validated challenge tests. (ELG)

**ED 154 197** 08 CE 015 957  
Fiber, Fabric, and Fashion. Environment III.

Arizona State Univ., Tempe.  
Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education; Office of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Note—107p.; Not available in hard copy because of reproducibility problems; For related documents see CE 015 955-956

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Career Exploration, \*Clothing Design, \*Clothing Instruction, Curriculum Guides, \*Fashion Industry, Interdisciplinary Approach, \*Learning Activities, Marketing, \*Occupational Home Economics, Performance Based Education, Post Secondary Education, Secondary Education, Service Occupations

A competency-based instructional guide for grades 7-14, this volume is one of three parts, each of which focuses on a different environment (psychomotor, cognitive, or affective) for clothing and fashion instruction, and each of which includes competencies and corresponding learning activities for each of three instructional levels. The topic for this volume (Environment III—affective) is careers in the fashion world and emphasis is on interdisciplinary instruction. The volume can be used separately from the other two volumes as a total unit devoted to career exploration. The six aspects discussed are: (1) design; (2) production; (3) marketing, merchandising, and advertising; (4) service careers such as laundry, alterations, etc.; (5) combination careers; and (6) a general analysis of these careers. Each section employs the Career Fact Notebook (appended) as an integral part of its instruction, allowing the student an opportunity for self-evaluation. Following an introduction are a topical outline, the competencies and corresponding activities for each instructional level and appendices which include challenge validating tests and forms for career evaluation and analysis. (ELG)

**ED 154 198** CE 015 958  
Riche-Warren, Mary. And Others

A Study of the Underemployment and Underutilization of Women in Iowa.

Iowa State Commission on the Status of Women, Des Moines.

Pub Date 76

Note—255p.; Tables in this document, due to small print, and parts of some pages, due to poor print quality, will not reproduce well

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.**

Descriptors—Employee Attitudes, \*Employment Level, \*Employment Patterns, Employment Practices, Employment Statistics, \*Equal Opportunities (Jobs), Females, Income, Job Satisfaction, \*Manpower Utilization, Occupational Aspiration, Occupational Mobility, Occupational Surveys, Sex Discrimination, State Surveys, \*Subemployment, Tables (Data), Underemployed, Unemployment, \*Working Women

Identifiers—Iowa

A survey of 13,582 employees of 261 employers was conducted in Iowa to determine if women are underemployed (i.e., not employed in positions or at pay levels commensurate with their education, previous work experience and aspirations) and underutilized (i.e., not employed in certain types and levels of positions to the same extent as their availability in the work force). The findings, based on 5,995 responses, reveal that women in Iowa are underutilized and underemployed in certain occupations and at certain pay levels. Specifically, it was found that women are (1) underutilized in laborer, operative, craft and technical positions, (2) underutilized in managerial and supervisory positions, (3) underutilized at pay levels from \$10,000 to \$17,500, (4) underemployed (when compared to men) in terms of years in their current positions in office/clerical positions, (5) underemployed (when compared to men) in terms of years in their current positions at pay levels under \$10,000, and (6) underemployed (when compared to men) in terms of years with their current employer at pay levels under \$15,000. Also, college educated women, when compared to college educated men, are underemployed in managerial positions and at pay levels above \$10,000. (Fifty-three tables of data are included in the text of this report. The survey form, an outline of employer interview data to be used in a future project, and ninety-five tables of utilization, employment, aspirational, mobility, and job satisfaction data are append-d.) (EM)

**ED 154 199** CE 015 959  
McClure, Phyllis  
Race and Sex Compliance Issues in Vocational Education.

National Association for the Advancement of Colored People Legal Defense and Educational Fund, New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group. Vocational Education Study Div.

Pub Date 17 Oct 77

Note—45p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Access to Education, Admission Criteria, Blacks, Employment Level, \*Females, Geographic Location, \*Racial Discrimination, Racial Segregation, Research Needs, \*Sex Discrimination, State Federal Aid, \*Vocational Education, Work Experience Programs

Intended to raise race and sex compliance issues to be addressed by the National Institute of Education (NIE) in its congressionally mandated study of vocational education, this paper defines Title VI (Civil Rights Act of 1964) and Title IX (Education Amendments of 1972) compliance issues regarding the level of minority (black Americans) and women student and staff participation in vocational schools. An introductory section briefly reviews the history of Federal vocational legislation with reference to equality of opportunity. In Section I the three barriers that black and female students encounter to their attending the best vocational schools are discussed: geographical location of schools, segregation within school districts, and admission criteria. Section II suggests the need for more evidence to document discrimination in federal and state funding of vocational education. Section III examines to what extent vocational training perpetuates, and how counselors contribute to, sexual and racial stratification in the labor market. While Sections IV and V compare the number of blacks and women who participate in work-study, cooperative education, and apprenticeship programs to their number enrolled in vocational schools, Section VI explores their underrepresentation as teachers in these schools. The recommendations in Section VII for vocational school research by NIE focus on the five areas of finance, construction, governance structure, cooperative education and work study, and admission criteria. (EG)

**ED 154 200** CE 015 969  
Keys to Research, Utilization and Adoption. A Study Conducted with a Grant from The Ford Foundation Focusing on Selected Aspects of Agriculture, Economics and Health.

Education Commission of the States, Denver, Colo.

Spons Agency—Ford Foundation, New York, N.Y.; National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date 30 Sep 77

Note—89p.; May reproduce poorly due to paper and ink color contrast

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Adoption (Ideas), Agricultural Research Projects, Change Agents, \*Change Strategies, Economic Research, \*Educational Research, \*Information Dissemination, Information Systems, Medical Research, Morale, Planning, Policy Formation, Researchers, Research Methodology, \*Research Utilization, Surveys

The National Assessment of Educational Progress studies selected research efforts in the agriculture, economics, and health fields to discover successful strategies for the dissemination and adoption of educational research. Interviews were conducted with people familiar with the Agricultural Extension Movement, Health Examination Interview Surveys, and the Consumer Expenditure Survey as well as with people experienced in the dissemination of educational research information. (Five appendices contain lists of participants in the study and descriptions of the study methods and resources.) Findings and recommendations included the following: (1) Careful planning of research directions to avoid duplicate efforts requires a good communication structure. (2) Thorough planning and development of methodology and instruments for data collection includes site visits, pretests, and rigorous standards. (3) Positive staff morale needs to be developed; a variety of effective measures are available. (4) Efficient dissemination of research findings involves the use of computer information and retrieval systems, reports, publications, etc.; a model system was found to be the U.S. Department of Agriculture's Current Research Information System. (5) The effective communication of research results to key decisionmakers demands the use of easily comprehensible language and format and the proximity of the researchers to the policy makers to facilitate regular contact and appearances at hearings. The success of adoption of research information depends on linking agents which assume increasing importance for education since so many innovations are at the local level. (Specific strategies found to be effective are listed and discussed under each of the five categories of findings.) (ELG)

**ED 154 201** 08 CE 015 996

Career Development and Meaningful Exploratory Experiences to Middle School Students in Southern Indiana Utilizing Mobile Design Educational Units. Final Report.

Indiana State Board of Vocational and Technical Education, Indianapolis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V361182

Pub Date Jun 76

Grant—OEG-0-73-5312

Note—207p.; Not available in hard copy due to reproducibility problems; For a related document see ED 115 958

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Behavioral Objectives, \*Career Education, Class Activities, Community Resources, Educational Resources, Elementary Secondary Education, \*Models, Program Descriptions, \*Program Development, \*Program Evaluation, Regional Programs

Identifiers—Indiana

A K-12 career education project involving thirty-eight school corporations in Southwestern Indiana had several objectives, including developing a concept of career education, developing career education materials, developing a career education model for rural settings, and increasing the utilization of existing school and community resources. The project activities included the following: consultants were assigned to each school, teacher inservice programs and workshops were conducted, mobile units equipped with soft and hard career materials were made available to teachers and students, a resource catalog of career materials was developed, and an infusion manual on implementing career education concepts into the traditional curriculum was developed. As a result of the project, the concept of career education gained acceptance, teachers and students became better informed about career opportunities, a model of career education for rural settings was developed, a secondary school student placement model was developed, teachers were exposed to ways career concepts may be integrated into the subject areas, commu-

nity resources were identified and utilized, and a large population became acquainted with available career education materials through the mobile units. (The appendix comprises most of this report and includes a newsletter copy, a teaching unit sample, the infusion manual, K-12 performance objectives, the placement model, and the project evaluation report.) (EM)

**ED 154 202** 08 CE 016 001  
**St. Paul-Minneapolis Exemplary Career Education Project. Final Report.**  
 Saint Paul Public Schools, Minn.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Bureau No.—F50001VW  
 Pub Date 30 Jun 77  
 Grant—OEG-5-74-0047

Note—107p.; A preliminary section, "Tables and Illustrations," and certain appended materials will not reproduce well due to poor print quality.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**  
 Descriptors—\*Career Education, Community Support, Comprehensive Programs, Curriculum Development, Demonstration Projects, Elementary Secondary Education, \*Inservice Teacher Education, \*School Districts, Teacher Workshops

Identifiers—\*Minnesota (Minneapolis)

The main focus of the Minneapolis component third year's activities (1976-77) was to expand the inservice programs to teachers and counselors district-wide. (The district includes twenty-four secondary schools, fifty-five elementary schools, and a number of alternative locations.) A career education conference in August and a television program in September were used to create interest in participation in fall and winter workshops (six elementary and three secondary workshops). Selections for the workshops were made so individual schools were represented by counselor/teacher teams, or a key person; 236 participated on a released-time basis. Private schools were invited to participate and were sent copies of all materials. During April through June the project concentrated in three main thrusts: (1) development of five elementary units of instruction and two secondary units relating to special student interest (through collaboration of guidance, social studies, ethnic cultural center, and women's studies personnel), (2) completion of evaluation efforts for teachers, counselors, and students, and (3) seeking and writing proposals for continuation funding for career education (with support made by the advisory committee, the work-education council, and the Chamber of Commerce for continuing the efforts made by the Minneapolis staff). The Career Resource Center (elementary and secondary materials) has been used on an on-going basis by teachers and counselors from all over the district, and resource centers are continuing to be established in other secondary schools (three established this year with technical assistance and materials from the project). (JT)

**ED 154 203** 08 CE 016 018  
**Demonstrating the Planning, Implementation, and Evaluation of Developmental Guidance, Counseling, and Placement Components in a Career Education System. Final Report.**

Mesa Public Schools, Ariz.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Bureau No.—V361132  
 Pub Date 22 Sep 76  
 Grant—OEG-0-73-5286

Note—134p.; Not available in hard copy because of poor reproducibility. For related documents see CE 015 545, CE 015 548-549, CE 015 551, CE 015 553, CE 015 557-560, CE 015 562, and CE 015 565-569

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Career Awareness, \*Career Education, City Wide Programs, Counseling Goals, Counselor Training, Curriculum Development, Demonstration Projects, Educational Research, Elementary Secondary Education, \*Guidance Counseling, \*Guidance Objectives, Guidance Programs, Information Dissemination, Instructional Materials, Job Placement, Occupational Guidance, Program Development, \*Program Effectiveness, Program Evaluation, Success Factors

Identifiers—\*Arizona (Mesa)

In this final report, the demonstration project conducted by the Mesa schools from 1973 to 1976 is shown to have been successful in reaching its goals of staff training, information dissemination, and student benefits in developmental career guidance, counseling, and placement services for grades K-12. Student-related objectives which are listed for elementary and junior high school focused on inter- and intra-personal areas while those for high school centered on the "classical" career areas that aid in job searching. Through review of the project's development from its original proposal to its conclusions and implications upon completion, an overview is provided of its implementation by approximately 25,000 students, 36 counselors, and 200 teachers in both public and private schools. Evidence cited for the program's success include its substantive continuation within Mesa schools and external demands for its products, which include various free brochures, fifty-three career guidance units for students, and nine competency-based training packages for practitioners. An outside-party evaluation is included which contains separate assessments for elementary, junior, and senior high levels. Only one shortcoming is noted by the project director: the failure of the project to fulfill expectations in providing comprehensive placement services. A bibliography, financial reports, an annotated bibliography and price list for the unit products, and the booklet entitled "Career Guidance Strategies in Arizona" are included as appendices. (ELG)

**ED 154 204** 08 CE 016 022  
 Colon, Jesus M., Gonzalez, Jose R.

**Evaluation of the Exemplary Career Education Comprehensive Program in the Academic and the Vocational and Technical Education Program in Puerto Rico. A Third Party Evaluation of the Puerto Rico Career Education Project for Fiscal Year 1975.**

Spons Agency—Puerto Rico State Dept. of Education, Hato Rey.  
 Bureau No.—V274PR1  
 Pub Date [75]  
 Grant—OEG-2-4-VE-001

Note—141p.; Not available in hard copy because of poor reproducibility. Prepared by the Psychological Services Corp.

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Academic Achievement, \*Career Education, Decision Making Skills, Demonstration Projects, Educational Development, Educational Research, Elementary Secondary Education, Evaluation Methods, Measurement Instruments, Pilot Projects, \*Program Development, \*Program Effectiveness, Program Evaluation, Self Concept, Student Attitudes, Teacher Attitudes, \*Vocational Development, Work Attitudes

Identifiers—\*Puerto Rico

In this evaluation of the first year of the Exemplary Career Education Project for K-12 in Puerto Rico, the results of testing and interviewing school personnel and students in grades 1-2 and 7-9 at six regional pilot sites are reported. Six areas of student development are recognized by the evaluation questions: self awareness, basic academic/vocational skills, awareness of work values, awareness of and knowledge about work, career decision-making skills, and work habits. Based on the analysis of responses which showed the project to be successful in all six areas, twelve recommendations to modify the program are made, concentrating on the following areas: (1) the program's expansion to other schools; (2) improvement and creation of curriculum materials and courses for second and third grades and junior and senior high schools; (3) scheduling of the pre- and post-tests for evaluation; (4) school personnel development; (5) the role of the career education component; (6) program supervision; and (7) participation by the evaluators in discussions of their findings. As background, general information about the project's implementation and its objectives are included as well as extensive details about the methodology used for the study: its design, instruments, data collection procedures, and data analysis. The appendix contains copies of the tests, the interview schedule, and the project proposal. (ELG)

**ED 154 205** 08 CE 016 028  
**A Model Project in Career Education K-12. Final Report.**

Natrona County School District, Casper, Wyo.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Bureau No.—502A850006; V361203

Pub Date Sep 76

Grant—G381-75-0008

Note—221p.; For related documents see ED 118 947-948; This document not available in hard copy due to reproducibility problems

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Career Education, Community Involvement, Community Resources, Demonstration Programs, Educational Resources, Elementary Secondary Education, \*Instructional Materials, Program Descriptions, \*Program Development, \*Program Evaluation

Identifiers—Wyoming (Casper)

A three-year model project in career education was undertaken to accomplish several goals, including the following: to provide a strong guidance and counseling program; to design programs to increase self-awareness, favorable attitudes, and career decision-making skills; and to provide career orientation and exploratory experiences for students. Some of the project activities included starting a bi-weekly newsletter, encouraging the implementation of curriculum development, conducting teacher inservice programs and workshops, expanding the program from nine to sixteen schools during the second year and adding seven more schools in the third year, and preparing a guide for 200 career units. A major project accomplishment was the community involvement. The goals of the project were established and are being implemented at all educational levels. (The appendix, which comprises two-thirds of this report, contains letters from business, an organizational chart, a report of parochial-public school project involvement, newsletter copies, resource forms, examples of local material, career education K-6, speakers outline guide, short course information, a list of available secondary education career units, a suggested outline for unit development, a list of available equipment and materials, a booklet containing ideas for using community resources, and a career education pamphlet.) (EM)

**ED 154 206** 08 CE 016 032  
 Turpin, Jerry P.

**Career Education NOW—Model for Career Education Curriculum K-14 for a Rural/Urban School District. Exemplary Project in Vocational Education Conducted under Part D of Public Law 90-576. Final Report.**

Bedford County Public Schools, Va.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Bureau No.—V361020  
 Pub Date Oct 76  
 Grant—OEG-0-73-5310(502)

Note—122p.; Parts of this document will not reproduce well due to poor print quality

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Academic Achievement, Career Awareness, \*Career Education, Career Exploration, \*Comprehensive Programs, \*County School Systems, Curriculum Development, Demonstration Projects, Elementary Secondary Education, Inservice Teacher Education, Occupational Guidance, \*Program Effectiveness, Program Evaluation, \*Vocational Development, Work Experience Programs

Identifiers—Virginia (Bedford County)

Lists of project accomplishments and the complete third-party evaluation report constitute the major contents of this final report of a three-year project to assist Bedford County Public Schools (Virginia) in implementation of a model for K-14 career education. Major conclusions reported are these: (1) A comprehensive plan for career development in grades K-8 has been developed which provides for elementary students the opportunity to explore many new avenues in the world of work; teacher activity guides provide necessary guidance for developing lesson plans. (2) Students in the middle grades have approximately thirty different exploratory courses to select for exploring areas of career interest in grades 8 and 9; grades 7 and 8 utilize resource centers at their schools and have fifteen locally produced television programs geared to young job-seekers. (3) Existing secondary students have had the opportunity to be involved in many career development areas: career job fairs, expanded guidance service, special disadvantaged classes, and work experience. (4) A major step in



implementing the total program has been the coordination efforts by the guidance departments in the schools; they have established job centers, work experience programs, and cooperated in regional career programs. The evaluation report indicates that overall results of the Self Observation Scale as a measure of self concept and of the Career Maturity Inventory show an acceptable rate of program impact. (JT)

**ED 154 207** 08 **CE 016 043**

*Kimball, Donovan And Others*  
**Comprehensive Career Education Process in Springfield Public Schools. Final Report.**  
Springfield Public Schools, Oreg.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Bureau No.—V361174  
Pub Date Sep 76  
Grant—OEG-0-73-5288  
Note—212p.; Not available in hard copy due to reproducibility problems  
**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Career Awareness, \*Career Education, Career Exploration, Demonstration Programs, Educational Resources, Elementary Secondary Education, Inservice Teacher Education, Instructional Materials, \*Models, Occupational Guidance, Post Secondary Education, Program Administration, Program Descriptions, Program Design, \*Program Development, \*Program Validation, \*Publicize, Vocational Development

**Identifiers**—Oregon (Springfield)

A three-year career education project involving grades 1-14 in twenty schools was undertaken to continue and expand the development and implementation of new and proven career education and guidance concepts, to demonstrate the process used in developing and implementing these concepts, and to provide a visible and transportable model of career education activities, materials, and processes to interested people. The project activities included conducting staff inservice programs; developing curriculum materials, handbooks, and teaching guides; purchasing commercial materials; and demonstrating career education activities to visitors. These activities resulted in a comprehensive career education model involving all staff and students at all grade levels. This model has been demonstrated to more than 1,200 visitors and disseminated to nearly 1,500 people at other locations. (The appendix, comprising two-thirds of this report, includes project staff job descriptions, project management materials (includes sample report, and quarterly report form), dissemination materials (includes letters, publicity calendar, sample newspaper articles and project newsletter, and a list of available project developed materials), program materials (includes position and philosophy statements, career awareness student goals, sample career awareness materials, advisor-advisee program, vocational information and placement, a list of summer workshops, and guidelines for mini-grants), a project evaluation review team's report, and a third party evaluator's report of the product assessment.) (EM)

**ED 154 208** 08 **CE 016 051**

*Shelford, Paul, Jr.*  
**A Career Implementation Program for a Small Rural School: Penasco, New Mexico. Final Report.**

New Mexico State Dept. of Education; Penasco Independent School District 14, N. Mex.; Santa Fe. Div. of Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—502-V65-0020; V361139

Pub Date 30 Jun 76

Grant—OEG-0-73-5302

Note—309p.; Not available in hard copy because of poor reproducibility; For a related

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Academic Achievement, Career Awareness, \*Career Education, Career Exploration, Comprehensive Programs, Demonstration Projects, Elementary Secondary Education, Program Attitudes, Program Descriptions, \*Program Effectiveness, Program Evaluation, Rural Schools, School Districts, Small Schools, \*Student Attitudes, \*Teacher Attitudes, \*Vocational Development

**Identifiers**—New Mexico (Penasco)

Included in this final report of the K-14 three-year Penasco, New Mexico, career education project are presentation of the project's goals and objectives, description of general design and implementation procedures, lists of results and accomplishments, the third-party evaluation report, and conclusions and recommendations. General objectives listed are (1) to increase the self-awareness of each student and to stimulate favorable attitudes about the personal, social, and economic significance of work that will help develop skills to choose an appropriate career; (2) to make elementary students aware of the broad range of options open to them in the world of work; (3) to provide career orientation and exploratory experience for junior high school students; (4) to provide job preparation in a wide variety of occupations to students in grades 10-14, with special emphasis on work experience and cooperative educational opportunities for all students; and (5) to ensure placement of all students in either a job, postsecondary occupational training, or college. Conclusions cited in the evaluation report are that in the areas of development of favorable attitudes toward formal education, clear out evidence of objective attainment is lacking, but that in the areas of developing appropriate decision-making skills and appropriate job skills the program was found clearly successful. Also noted is 100% participation of teachers in infusing career education into the regular curriculum following a change during the project from negative to positive teacher attitudes toward career education. (JT)

**ED 154 209** 08 **CE 016 053**

**Professional Teacher Education Module Series. Develop a School-Community Relations Plan for Your Vocational Program, Module G-1 of Category G—School-Community Relations.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 78

Note—29p.; For related documents see CE 016 054-062; Parts may reproduce poorly due to paper and ink color contrast

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 (\$1.50)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Communication (Thought Transfer), Individualized Curriculum, \*Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, Program Planning, \*Publicize, Public Relations, \*School Community Relationship, School Support, Secondary Education, Teacher Education Curriculum, \*Teaching Skills, \*Vocational Education

This first in a series of ten learning modules on school-community relations is designed to give secondary and postsecondary vocational teachers competency in selecting opportunities for contacting the public, and in selecting techniques to use during those contacts in order to inform the public about a vocational program or to promote a program. The terminal objective for the module is to develop a school-community relations plan for a vocational program in an actual school setting. Introductory sections relate the competency to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz, model answers, a case study to critique, a model critique, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on school-community relations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JH)

**ED 154 210** 08 **CE 016 054**

**Professional Teacher Education Module Series. Give Presentations to Promote Your Vocational**

**Program, Module G-2 of Category G—School-Community Relations.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 78

Note—49p.; For related documents see CE 016 053-062

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 (\$2.00)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Illustrations, Individualized Curriculum, \*Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, \*Publicize, Public Relations, \*School Community Relationship, Secondary Education, \*Speaking Activities, \*Speech Skills, Teacher Education Curriculum, \*Teaching Skills, \*Vocational Education

This second in a series of ten learning modules on school-community relations is designed to give secondary and postsecondary vocational teachers help in developing the skills needed to prepare presentations, or to assist students in preparing presentations, to inform school and community groups of the purpose, plan, and values of a vocational program. The terminal objective for the module is to give presentations to promote a vocational program in an actual school setting. Introductory sections relate the competency to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz, model answers, case studies to critique, model critiques, presentation checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on school-community relations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JH)

**ED 154 211** 08 **CE 016 055**

**Professional Teacher Education Module Series. Develop Brochures to Promote Your Vocational Program, Module G-3 of Category G—School-Community Relations.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 78

Note—49p.; For related documents see CE 016 053-062

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 (\$2.50)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Illustrations, Individualized Curriculum, \*Learning Activities, Learning Experience, Learning Modules, Marketing, \*Pamphlets, Performance Based Teacher Education, Post Secondary Education, Production Techniques, \*Publicize, Public Relations, \*School Community Relationship, Secondary Education, Teacher Education Curriculum, \*Teaching Skills, \*Vocational Education

This third in a series of ten learning modules on school-community relations is designed to give secondary and postsecondary vocational teachers help in understanding how to employ brochures for promotional purposes, how to plan and design attractive brochures, and how to see plans through the production processes to the final task of putting the brochure into the hands of the reader. The terminal objective for the module is to develop a brochure to promote a vocational program in an actual school situation. Introductory sections relate the competency to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences in-

clude required reading, a self-check quiz, model answers, sample brochures to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on school-community relations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JH)

**ED 154 212** 08 **CE 016 056**

**Professional Teacher Education Module Series. Prepare Displays to Promote Your Vocational Program, Module G-4 of Category G-School-Community Relations.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 78

Note—39p.; For related documents see CE 016 053-062

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 (\$2.40)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Construction Needs, Design Needs, Display Panels, \*Exhibits, Individualized Curriculum, \*Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, \*Publicize, Public Relations, \*School Community Relationship, Secondary Education, Teacher Education Curriculum, \*Teaching Skills, \*Vocational Education

This fourth in a series of ten learning modules on school-community relations is designed to give secondary and postsecondary vocational teachers skills in making decisions concerning the audience to be served, the phase of the vocational program to be featured, the promotional approach to be utilized, and in planning, designing, organizing, and constructing displays that are professional in appearance and effective in purpose. The terminal objective for the module is to prepare displays to promote a vocational program in an actual school situation. Introductory sections relate the competency to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experience include required reading, a self-check quiz, model answers, checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on school-community relations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JH)

**ED 154 213** 08 **CE 016 057**

**Professional Teacher Education Module Series. Prepare News Releases and Articles Concerning Your Vocational Program, Module G-5 of Category G-School-Community Relations.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 78

Note—39p.; For related documents see CE 016 053-062

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 (\$2.40)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Bulletins, Individualized Curriculum, \*Learning Activities, Learning Experience, Learning Modules, News Letters, \*News Writing, Performance Based Teacher

Education, Post Secondary Education, \*Publications, Publicize, Public Relations, \*School Community Relationship, Secondary Education, Teacher Education Curriculum, \*Teaching Skills, \*Vocational Education

This fifth in a series of ten learning modules on school-community relations is designed to give secondary and postsecondary vocational teachers help in developing the skills needed to prepare news releases and articles for publication. The terminal objective for the module is to prepare news releases and articles concerning a vocational program in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz, model answers, a news release checklist, guidelines for manuscript preparation, article checklist, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on school-community relations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

**ED 154 214** 08 **CE 016 058**

**Professional Teacher Education Module Series. Arrange for Television and Radio Presentations Concerning Your Vocational Program, Module G-6 of Category G-School-Community Relations.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 78

Note—55p.; For related documents see CE 016 053-062

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 (\$2.50)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—Individualized Curriculum, \*Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, Production Techniques, \*Programming (Broadcast), Publicize, Public Relations, Radio, \*School Community Relationship, \*Scripts, Secondary Education, Teacher Education Curriculum, \*Teaching Skills, Television, \*Vocational Education

This sixth in a series of ten learning modules on school-community relations is designed to give secondary and postsecondary vocational teachers competence in arranging for television and radio presentations which explain and promote their vocational programs. The terminal objective for the module is to arrange for a television or radio presentation concerning a vocational program. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, sample presentation plans, a self-check quiz, model answers, planning checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on school-community relations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

**ED 154 215** 08 **CE 016 059**

**Professional Teacher Education Module Series. Conduct an Open House, Module G-7 of Category G-School-Community Relations.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 78

Note—29p.; For related documents see CE 016 053-062

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 (\$1.50)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Community Involvement, Individualized Curriculum, \*Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, Publicize, Public Relations, \*School Community Relationship, Secondary Education, Teacher Education Curriculum, \*Teaching Skills, \*Vocational Education Identifiers—\*Open House

This seventh in a series of ten learning modules on school-community relations is designed to give secondary and postsecondary vocational teachers competence in planning and conducting an open house to publicize their programs. The terminal objective for the module is to conduct an open house in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required readings, a self-check quiz, model answers, a case study to critique, a model critique, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on school-community relations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

**ED 154 216** 08 **CE 016 060**

**Professional Teacher Education Module Series. Work with Members of the Community, Module G-8 of Category G-School-Community Relations.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 78

Note—35p.; For related documents see CE 016 053-062

Available from—American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 (\$2.30)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Community Consultants, \*Community Involvement, Community Services, \*Community Support, Individualized Curriculum, \*Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, Public Relations, \*School Community Relationship, Secondary Education, Teacher Education Curriculum, \*Teaching Skills, \*Vocational Education

This eighth in a series of ten learning modules on school-community relations is designed to give secondary and postsecondary vocational teachers competence in effectively utilizing the opportunities available in their community to provide service to, and maintain liaison with, the organizations and agencies within the community. The terminal objective for the module is to work with members of the community in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz, model answers, a community involvement questionnaire, a planning checklist, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on



school-community relations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

**ED 154 217** 08 CE 016 061  
Professional Teacher Education Module Series.  
Work with State and Local Educators, Module  
G-9 of Category G--School-Community Relations.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency--National Inst. of Education (DHEW), Washington, D.C.

Pub Date 78

Note--29p.; For related documents see CE 016 053-062

Available from--American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 (\$1.50)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors--\*Articulation (Program), Individualized Curriculum, \*Interinstitutional Cooperation, Interpersonal Relationship, \*Learning Activities, Learning Experience, Learning Modules, Performance Based Teacher Education, Post Secondary Education, Public Relations, \*School Community Relationship, Secondary Education, State Departments of Education, Teacher Education Curriculum, \*Teaching Skills, \*Vocational Education

This ninth in a series of ten learning modules on school-community relations is designed to give secondary and postsecondary vocational teachers help in developing the skills and attitudes they need to maintain productive, positive relationships with the educators and staff they will be working with as vocational teachers. The terminal objective for the module is to work with state and local educators while working in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz, model answers, case studies to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on school-community relations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

**ED 154 218** 08 CE 016 062  
Professional Teacher Education Module Series.  
Obtain Feedback about Your Vocational Program, Module G-10 of Category G--School-Community Relations.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency--National Inst. of Education (DHEW), Washington, D.C.

Pub Date 78

Note--31p.; For related documents see CE 016 053-061

Available from--American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 (\$1.70)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors--Advisory Committees, Community Leaders, \*Community Surveys, \*Feedback, Individualized Curriculum, \*Learning Activities, Learning Experience, Learning Modules, Parent Attitudes, Performance Based Teacher Education, Post Secondary Education, Program Improvement, Public Relations, \*School Community Relationship, Secondary Education, Students, Teacher Education Curriculum, \*Teaching Skills, \*Vocational Education

This tenth in a series of ten learning modules on school-community relations is designed to give secondary and postsecondary vocational teachers the skills needed to effectively obtain feedback from a community concerning its expectations for, and opinions of, the local vocational education program. The terminal objective for the module is to obtain feedback about a vocational program in an actual school situation. Introductory sections relate the competency to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz, model answers, a case study to critique, a model critique, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on school-community relations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JH)

**ED 154 219** CE 016 063  
Murphy, Brian P.

A Curriculum Package for Implementing Instruction in Electricity Fundamentals/House Wiring.  
Maryland Vocational Curriculum Research and Development Center, College Park.

Spons Agency--Maryland State Dept. of Education, Baltimore.

Pub Date 78

Note--55p.; Not available in hard copy due to faint print

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors--Curriculum Guides, Electrical Occupations, \*Electrical Systems, Electric Circuits, \*Electricity, Housing Industry, Industrial Arts, \*Instructional Materials, Learning Activities, \*Lighting, Trade and Industrial Education, \*Vocational Education

Identifiers--\*Breadboarding

This curriculum guide is designed for instructors of secondary industrial arts, vocational, and apprenticeship programs. The material is presented in two sections. Section I provides step-by-step instructions on how to present basic electrical circuit concepts with the use of a simply-made breadboard. Included in this section is the following information: a curriculum outline; an introduction to breadboarding; a list of the electrical hardware needed; a description and illustration of the basic breadboard; and the components of a breadboard. Section II builds on these basic concepts to demonstrate basic house wiring techniques. This section includes the following topics: a curriculum outline; an introduction to the wiring frame method; a list of the house wiring hardware needed; a description of the wiring frame assembly; and four wiring frame exercises. Also included in this guide is a list of texts and related resource information. (Author/JH)

**ED 154 220** CE 016 064  
Maley, Donald

An Inventory of Potential Teacher Behaviors in Vocational Education.

Maryland Univ., College Park. Dept. of Industrial Education.

Pub Date [77]

Note--28p.; For a related document see CE 016 065

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors--\*Course Organization, Instructional Media, Laboratory Procedures, Observation, \*Program Coordination, Secondary Education, Student Evaluation, \*Teacher Behavior, Teacher Characteristics, Teacher Qualifications, Teaching Models, \*Teaching Skills, \*Teaching Techniques, Vocational Education, \*Vocational Education Teachers

This inventory, which was reviewed by vocational educators, lists 206 appropriate teacher behaviors or skills divided into the following seven areas: (1) professional and related; (2) program and course organization; (3) teaching methodology; (4) laboratory management; (5) educational technology or media use; (6) student performance evaluation; and (7) observation.

This inventory is expected to be used in a variety of ways including, but not limited to, planning vocational education teacher preservice and inservice training, teacher self development assessing and planning, instructional materials development in teacher education, and in defining a program description. (Author/JH)

**ED 154 221** CE 016 065  
Maley, Donald

An Inventory of Behaviors for Industrial Arts Teachers.

Maryland Vocational Curriculum Research and Development Center, College Park.

Pub Date 78

Note--35p.; For a related document see CE 016 064

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors--Industrial Arts, \*Industrial Arts Teachers, Secondary Education, \*Teacher Behavior, Teacher Evaluation, Teacher Qualifications, \*Teaching Skills, Teaching Techniques

This inventory lists appropriate behaviors or skills for industrial arts teachers at the middle and secondary school levels in the following seven areas: (1) program and course organization, (2) teaching methodology, (3) educational technology and media use, (4) laboratory management, (5) observation, (6) student performance evaluation, and (7) professional and related behaviors. The original compilation of 205 items in these seven categories is enlarged here to 231 through the additions and deletions by a review board consisting of two teachers and five supervisors of industrial arts and two junior high principals. The three major uses of the inventory are suggested for industrial arts teachers: pre- or in-service preparation, self-evaluation, and guidance for structuring teacher education programs or courses. To clarify twelve education terms used, a brief definition section is included. (ELG)

**ED 154 222** CE 016 066  
Sarapin, Marvin I.

Formative Evaluation: A Model for Instructional Material Development and Revision in Industrial Arts Education.

Pub Date [78]

Note--19p.; Paper presented to the American Industrial Arts Association (AIAA) Annual Convention (Atlanta, Georgia, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors--\*Curriculum Development, \*Curriculum Evaluation, Curriculum Research, \*Evaluation Methods, Field Studies, \*Formative Evaluation, Industrial Arts, \*Models, Objectives, Summative Evaluation, \*Trade and Industrial Education

A review of the rationale and application of formative evaluation in a curriculum development context, this presentation focused on a formative evaluation model designed and field tested through recent industrial education curriculum research and development efforts. In reviewing the rationale for formative evaluation a distinction between formative and summative evaluation was made, and a role dimension matrix for formative and summative evaluation was provided to distinguish each in dimensions of time, audience, and purpose. In the formative evaluation conceptual model the following four phases of educational product development and evaluation were specified: (1) identify and order goals, (2) identify and operationalize objectives, (3) develop interim materials, and (4) field test products. (Within each phase were incorporated a specific developmental activity, an evaluation component, and feedback input.) Finally, in a discussion of the model it was concluded that formative evaluation is generalizable to other curriculums, but that the specific terminology, techniques, and procedures of the model presented should be considered individually for each situational application. (VB)

**ED 154 223** CE 016 067

Schurter, William J.

Elements of a Research Report.

Maryland Vocational Curriculum Research and Development Center, College Park.

Pub Date Dec 77

Note--31p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors--\*Educational Research, \*Guidelines, Manuals, Research, Research Design, Research Methodology, Research Needs, Research Problems, Research

Proposals, Research Skills, Student Writing Models, \*Technical Reports, \*Technical Writing, Vocabulary Skills, \*Writing Skills

This guide for writing research or technical reports discusses eleven basic elements of such reports and provides examples of "good" and "bad" wordings. These elements are the title, problem statement, purpose statement, need statement, hypothesis, assumptions, procedures, limitations, terminology, conclusion and recommendations. This guide is intended especially for use by educators entering research activities in the field or by teachers, professors, and students involved in a course in technical or research writing. (Author/JH)

**ED 154 224** **CE 016 068**

*Herschbach, Dennis R. And Others*  
**Agencies and Sources for Finding a Job. Cooperative Work Experience Learning Activity Packet: Series on Job Entry and Adjustment; Packet One.**

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date 77

Note—35p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 069-078

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Career Education, Cooperative Education, Employment Counselors, \*Employment Services, Information Sources, Job Placement, \*Job Search Methods, Learning Modules, Secondary Education

This student booklet is first in an illustrated series of eleven learning activity packets for use in teaching job hunting and application procedures and the management of wages to secondary students. Focus in this booklet centers on the following sources and agencies that may provide assistance in finding a job: schools, family and friends, newspapers, the Yellow Pages, and employment agencies (public and government, privately supported, and commercial). At the beginning of each unit there is a short introduction, then the student objectives are listed, followed by the text section. Suggested learning activities and a Check Your Knowledge quiz conclude the unit. Answers to these quizzes and exercises, as well as final examination ditto masters and answers, are appended as teacher's supplements. As needed, references are made in the text to material in the other booklets. (ELG)

**ED 154 225** **CE 016 069**

*Herschbach, Dennis R. And Others*  
**Applications and Resumes. Cooperative Work Experience Learning Activity Packet: Series on Job Entry and Adjustment; Packet Two.**

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date 77

Note—46p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 068-078

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Cooperative Education, Guidelines, \*Job Application, Job Search Methods, Learning Modules, Secondary Education, Writing Identifiers—Resumes

This student booklet is second in an illustrated series of eleven learning activity packets for use in teaching job hunting and application procedures and the management of wages to secondary students. Two units are included in this packet, one giving information and hints for filling out job application forms and the other discussing the usefulness of and guidelines for resumes and cover letters. At the beginning of each unit there is a short introduction, then the student objectives are listed, followed by the text section. Suggested learning activities and a Check Your Knowledge quiz conclude the unit. Answers to these quizzes and exercises, as well as final examination ditto masters and answers, are appended as teacher's supplements. As needed, references are made in the text to material in the other booklets. (ELG)

**ED 154 226** **CE 016 070**

*Herschbach, Dennis R. And Others*  
**Preparing for the Job Interview. Cooperative Work Experience Learning Activity Packet: Series on Job Entry and Adjustment; Packet Three.**

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date 77

Note—54p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 068-078

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Cooperative Education, \*Employment Interviews, \*Intelligence Tests, \*Job Application, Learning Modules, \*Occupational Tests, Performance Tests, \*Personality Tests, Secondary Education

This student booklet is third in an illustrated series of eleven learning activity packets for use in teaching job hunting and application procedures and the management of wages to secondary students. Three units are included in this packet: unit 1 discusses the purpose of the interview, questions frequently asked, and items that the applicant should take with him; unit 2 covers proper behavior to create a good impression during the interview; and unit 3 deals with the purpose of employment tests, their three types (intelligence, aptitude, and personality), and hints for taking them. At the beginning of each unit there is a short introduction, then the student objectives are listed, followed by the text section. Suggested learning activities and a Check Your Knowledge quiz conclude the unit. Answers to these quizzes and exercises, as well as final examination ditto masters and answers, are appended as teacher's supplements. As needed, references are made in the text to material in the other booklets. (ELG)

**ED 154 227** **CE 016 071**

*Herschbach, Dennis R. And Others*  
**Good Grooming. Cooperative Work Experience Learning Activity Packet: Series on Job Entry and Adjustment; Packet Four.**

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date 77

Note—44p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 068-078

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Cooperative Education, Employee Attitudes, \*Employees, \*Employment Interviews, \*Job Applicants, Learning Modules, Secondary Education Identifiers—\*Dress, \*Grooming

This student booklet is fourth in an illustrated series of eleven learning activity packets for use in teaching job hunting and application procedures and the management of wages to secondary students. Two units are included in this packet, one covering proper dress and grooming for the interview, and the other appearance on the job. Suggestions for dress are given according to the job type: office, sales, and outdoors or dirty. At the beginning of each unit there is a short introduction, then the student objectives are listed, followed by the text section. Suggested learning activities and a Check Your Knowledge quiz conclude the unit. Answers to these quizzes and exercises, as well as final examination ditto masters and answers, are appended as teacher's supplements. As needed, references are made in the text to material in the other booklets. (ELG)

**ED 154 228** **CE 016 072**

*Herschbach, Dennis R. And Others*  
**Your Paycheck. Cooperative Work Experience Learning Activity Packet: Series on Job Entry and Adjustment; Packet Five.**

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date 77

Note—59p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 068-078

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Cooperative Education, Employees, Fringe Benefits, Learning Modules, Overtime, \*Salaries, Secondary Education, \*Wages, \*Wage Statements

This student booklet is fifth in an illustrated series of eleven learning activity packets for use in teaching job hunting and application procedures and the management of wages to secondary students. Two units are included in this packet: the first describing the various ways of being paid: salary (including overtime and compensatory time), hourly wage, commission, piecework, bonus, tips, casual labor, and under the counter; the second explaining gross and net pay, sample pay stubs, and payroll deductions. At the beginning of each unit there is a short introduction, then the student objectives are listed, followed by the text section. Suggested learning activities and a Check Your Knowledge quiz conclude the unit. Answers to these quizzes and exercises, as well as final examination ditto masters and answers, are appended as teacher's supplements. As needed, references are made in the text to material in the other booklets. (ELG)

**ED 154 229** **CE 016 073**

*Herschbach, Dennis R. And Others*  
**Social Security. Cooperative Work Experience Learning Activity Packet: Series on Job Entry and Adjustment; Packet Six.**

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date 77

Note—58p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 068-078

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Cooperative Education, \*Employees, Learning Modules, Retirement, Secondary Education, \*Wage Statements Identifiers—\*Social Security

This student booklet is sixth in an illustrated series of eleven learning activity packets for use in teaching job hunting and application procedures and the management of wages to secondary students. Four units are included in this packet to explain (1) the different benefits social security provides and the principles behind the program; (2) the qualifications for full coverage, the four types of benefits (retirement, disability, survivor's, and medicare), and the information needed to file a claim; (3) the kinds of work covered, the sources for the money to pay the benefits, and the names of the funds through which the benefits are paid; and (4) the application procedure for a social security number and how to check on your earnings record. At the beginning of each unit there is a short introduction, then the student objectives are listed, followed by the text section. Suggested learning activities and a Check Your Knowledge quiz conclude the unit. Answers to these quizzes and exercises, as well as final examination ditto masters and answers, are appended as teacher's supplements. As needed, references are made in the text to material in the other booklets. (ELG)

**ED 154 230** **CE 016 074**

*Herschbach, Dennis R. And Others*  
**Getting a Raise. Cooperative Work Experience Learning Activity Packet: Series on Job Entry and Adjustment; Packet Seven.**

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date 77

Note—42p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 068-078

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Cooperative Education, Employees, Learning Modules, \*Performance Criteria, Personnel Evaluation, \*Promotion (Occupational), \*Salaries, Secondary Education, Task Performance, \*Wages



This student booklet is seventh in an illustrated series of eleven learning activity packets for use in teaching job hunting and application procedures and the management of wages to secondary students. Two units are included in this packet, one explaining the differences between periodic and merit pay increases and between flat amount and percentage increases, and the other listing the three evaluation criteria for raises (the quantity and quality of work performed, increased responsibility, and initiative) and suggesting ways of requesting a raise. At the beginning of each unit there is a short introduction, then the student objectives are listed, followed by the text section. Suggested learning activities and a Check Your Knowledge quiz conclude the unit. Answers to these quizzes and exercises, as well as final examination ditto masters and answers, are appended as teacher's supplements. As needed, references are made in the text to material in the other booklets. (ELG)

**ED 154 231** CE 016 075

*Herschbach, Dennis R. And Others*

**To Quit or Not to Quit. Cooperative Work Experience Learning Activity Packet: Series on Job Entry and Adjustment; Packet Eight.**

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date 77

Note—54p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 068-078

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Career Change, Cooperative Education, \*Decision Making, Employees, Financial Needs, Job Market, Job Satisfaction, Learning Modules, \*Money Management, Secondary Education, Unemployment, \*Vocational Adjustment

This student booklet is eighth in an illustrated series of eleven learning activity packets for use in teaching job hunting and application procedures and the management of wages to secondary students. Two units are included in this packet, the first listing reasons for quitting a job and the second telling how to appraise an employee's financial situation and the job market. At the beginning of each unit there is a short introduction, then the student objectives are listed, followed by the text section. Suggested learning activities and a Check Your Knowledge quiz conclude the unit. Answers to these quizzes and exercises, as well as final examination ditto masters and answers, are appended as teacher's supplements. As needed, references are made in the text to material in the other booklets. (ELG)

**ED 154 232** CE 016 076

*Herschbach, Dennis R. And Others*

**Unemployment Insurance. Cooperative Work Experience Learning Activity Packet: Series on Job Entry and Adjustment; Packet Nine.**

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date 77

Note—42p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 068-078

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Cooperative Education, Learning Modules, Secondary Education, Unemployed, \*Unemployment Insurance

This student booklet is ninth in an illustrated series of eleven learning activity packets for use in teaching job hunting and application procedures and the management of wages to secondary students. Three units are included in this packet: (1) describing the purpose of the Unemployment Insurance Policy and defining eligibility; (2) explaining the sources for the money used to pay benefits and how a base period is computed; and (3) telling the procedure for filing a claim. At the beginning of each unit there is a short introduction, then the student objectives are listed, followed by the text section. Suggested learning activities and a Check Your Knowledge quiz conclude the unit. Answers to these quizzes and exercises, as well as final examination ditto masters and answers, are ap-

pended as teacher's supplements. As needed, references are made in the text to material in the other booklets. (ELG)

**ED 154 233** CE 016 077

*Herschbach, Dennis R. And Others*

**Banking Makes Cents: Savings Accounts. Cooperative Work Experience Learning Activity Packet: Series on Job Entry and Adjustment; Packet Ten.**

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date 77

Note—52p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 068-078

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Banking, Cooperative Education, Learning Modules, \*Money Management, Secondary Education

Identifiers—\*Savings Accounts

This student booklet is tenth in an illustrated series of eleven learning activity packets for use in teaching job hunting and application procedures and the management of wages to secondary students. Two units are included in this packet: (1) listing the reasons for opening a savings account, the criteria for choosing a bank, and the different types of savings accounts; and (2) explaining how to open an account, make deposits and withdrawals, compute the balance, and use after-hour facilities. At the beginning of each unit there is a short introduction, then the student objectives are listed, followed by the text section. Suggested learning activities and a Check Your Knowledge quiz conclude the unit. Answers to these quizzes and exercises, as well as final examination ditto masters and answers, are appended as teacher's supplements. As needed, references are made in the text to material in the other booklets. (ELG)

**ED 154 234** CE 016 078

*Herschbach, Dennis R. And Others*

**Checking Accounts. Cooperative Work Experience Learning Activity Packet: Series on Job Entry and Adjustment; Packet Eleven.**

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date 78

Note—50p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 068-077

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Banking, Cooperative Education, Learning Modules, \*Money Management, Secondary Education

Identifiers—\*Checking Accounts

This student booklet is eleventh in an illustrated series of eleven learning activity packets for use in teaching job hunting and application procedures and the management of wages to secondary students. Three units are included in this packet: (1) how to choose a bank for a checking account; (2) how to open a checking account and fill out deposit slips; and (3) how to make out a check and compute the balance. At the beginning of each unit there is a short introduction, then the student objectives are listed, followed by the text section. Suggested learning activities and a Check Your Knowledge quiz conclude the unit. Answers to these quizzes and exercises, as well as final examination ditto masters and answers, are appended as teacher's supplements. As needed, references are made in the text to material in the other booklets. (ELG)

**ED 154 235** CE 016 080

*Page-Valin, L. And Others*

**Effectiveness of Driver Education: What Do We Know and Where Do We Go from Here? TIRF Issues in Road Safety.**

Traffic Injury Research Foundation of Canada, Ottawa (Ontario).

Spons Agency—Insurance Bureau of Canada.

Pub Date Jun 77

Note—115p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Driver Education, Evaluation Criteria, Literature Reviews, Program Effec-

tiveness, \*Program Evaluation, \*Research Methodology, Research Needs, \*Research Problems, Traffic Accidents, Traffic Safety, Young Adults

Identifiers—Canada, United States

In its evaluation of the effectiveness of driver education as taught in secondary and commercial schools, this report (1) investigates the objectives of driver education, (2) determines what is presently known about its effectiveness through a review of previous evaluative research, (3) discusses what driver education is likely/unlikely to accomplish, and (4) specifies cost-effective directions for future research by priority. To provide a framework against which the research was considered, Section II divides the objectives into two groups, conceptual and procedural, and discusses the two main flaws in the methodology of previous studies: the characteristics of course participants and the instruments used to measure their performance. The conceptual objectives in the first part of Section III include acquisition of the principles of driving and the development of safe driving attitudes; the procedural objectives in the second part of this section relate to performance measurement judged in terms of road tests (intermediate criteria) and the number of accidents and violations (ultimate criteria). For each objective this section gives a definition and then evaluates the research methodology and its inherent limitations. Since none of the studies thus assessed is found to give definitive information about the effectiveness of driver education, Section IV examines two ongoing programs that seem well-designed and suggests new directions for research efforts. Besides an annotated bibliography, this document contains in two appendixes tables summarizing evaluation research and statistics on fatalities among young drivers. (ELG)

**ED 154 236** 08 CE 016 091

*Spotts, Robert Evenson, Jill*

**Experience-Based Career Education. Evaluation of Outcomes at Three Pilot Programs, 1976-77.**

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 77

Note—247p.; For related documents see ED 143 775 and CE 016 093

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**

Descriptors—Academic Achievement, \*Career Education, Community Involvement, Control Groups, \*Conventional Instruction, Cooperative Programs, Daily Living Skills, Educational Alternatives, Educational Research, Experimental Groups, \*Experimental Teaching, High Schools, High School Students, Parent Attitudes, Pilot Projects, \*Program Attitudes, \*Program Effectiveness, Secondary Education, Student Attitudes, Student Development, \*Student Evaluation, Vocational Development

Identifiers—Experience Based Career Education

Utilizing a pre/post test design, the progress of first year Experience-Based Career Education (EBCE) students (experimental group) toward projected EBCE student outcomes was compared with that of non-EBCE students (control group) at three school sites which employ the EBCE model developed by Far West Laboratory (FWL). Also, the program perceptions of students, their parents, and community resources were examined. Several instruments were used to collect data, including The Assessment of Career Development, New Mexico Career Education Test Series, and EBCE Perceptions Survey. The program outcomes indicated that the FWL model EBCE program is adaptable to a variety of settings. The EBCE programs were supported by parents and EBCE students. In addition, community resources reported favorably on their student contacts. Student outcomes indicated that both groups progressed normally in basic skills and showed an increased level of career development activities, improved school attitudes, and improved relationships with adults. EBCE students showed gains in areas measuring activities rather than knowledge and more positive perceptions of growth than their corresponding controls. (This report includes fifty-two data tables. The appendix contains project development instruments, descriptions of other instruments, program implementation evaluation forms, forms used for documentation of data collection procedures, comparison group data at one school, and data on post-graduation student planning.) (EM)

ED 154 237

CE 016 094

Ewing, Blair G.

The National Institute of Law Enforcement and Criminal Justice: Annual Report FY 1977.  
National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date 77

Note—63p.; Photographs may not reproduce well Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 027-000-00667-1)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Annual Reports, Correctional Education, Courts, Crime, \*Criminal Law, Criminals, \*Federal Aid, Justice, \*Law Enforcement, Police, Program Descriptions, Program Evaluation, \*Research Projects, \*Research Utilization, \*Social Science Research, Unemployment

Identifiers—National Inst Law Enforcement Criminal Justice

This fourth annual report of the National Institute of Law Enforcement and Criminal Justice summarizes its programs and funding for research, evaluation, and research utilization for fiscal year 1977. Chapter 1 describes research agreements with various organizations to study the subjects of the habitual offender, white-collar crime, the economics of criminal justice, and the relationship between unemployment and crime. In chapters 2-5 major research projects are discussed by topic: community crime prevention emphasizing the role of the citizen; the police force; streamlining the court system; and corrections. Evaluation programs that were either funded or completed in 1977 are discussed in chapter 6. Handbooks developed from exemplary projects, field tests conducted, workshops held, and ways of disseminating and using findings are listed in chapter 7 as part of the research utilization program. Dealing with special projects, chapter 8 gives the names of researchers working at the Institute as visiting fellows, five unsolicited research projects that were funded, a long-range agenda, and scholarly books published in 1977 that resulted from the visiting fellowship program. Four appendices are included: (1) an organization chart of the Institute; (2) the distribution of financial award by subject; (3) a listing of the advisory committee; and (4) the names of the staff. (ELG)

ED 154 238

CE 016 100

Parks, Robin B. And Others

Community Consumer Education Awareness Workshops: How to Plan and Conduct Them. A Basic Guide for the Title I HEA CCEA Workshop.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Extension Div.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date Nov 77

Note—86p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Community Programs, \*Consumer Education, Educational Needs, Educational Objectives, \*Needs Assessment, Participant Characteristics, Program Design, \*Program Development, \*Program Evaluation, \*Program Planning, Publicize, Workshops

This manual was intended to help community leaders plan and conduct consumer education workshops. The content is in twelve sections as follows: (1) covers the need for consumer education and several consumer education definitions; (2) presents some possible workshop topics; (3) describes methods that can be used to ascertain the consumers' needs, including modified Delphi method, modified brainstorming procedure, consumer sounding boards, and consumer surveys; (4) focuses on the characteristics of four target groups in the community: low income, elderly, blacks, and handicapped; (5) suggests potential speakers; (6) presents some ideas for recruiting and working with volunteers; (7) covers nine steps of organizing a workshop, including the selection of a steering committee, determining issues and audiences, determining workshop goals and objectives, and determining workshop format; (8) discusses publicity and advanced marketing; (9) presents four steps toward the implementation of the workshop; (10) covers the conference itself; (11) suggests seven steps for evaluating the workshop; and (12) covers post-conference activities. A consumer awareness sur-

vey form, a discussion of probability sample, and the responsibilities of community workshop initiators are appended. (EM)

ED 154 239

CE 016 103

Clis, Pat And Others

Fashion Merchandising Module. An Advanced-Level Option for Distribution and Marketing. For the U.S.O.E. Occupational Cluster of 04.02 Apparel and Accessories Marketing.

New York State Education Dept., Albany. Bureau of Occupational Education Curriculum Development.

Pub Date 77

Note—94p.; Photographs in this document may not reproduce well

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*Behavioral Objectives, \*Clothing, \*Course Content, Grade 12, High School Curriculum, Job Skills, \*Learning Activities, \*Learning Modules, \*Merchandising, Salesmanship, Sales Occupations, Secondary Education, State Curriculum Guides, Vocational Development

Identifiers—New York

This instructional module on fashion merchandising is designed as a guide for secondary education teachers who are helping twelfth grade students develop occupational competency for entry-level positions in fashion-related jobs. An introductory section covers module goals, career opportunities and employment demands, administrative considerations, module format, maintaining a resource library, audio-visual materials, and teaching suggestions. The module is divided into four sections and each one includes general behavioral objectives followed by correlated performance objectives, topical content outline, and suggested learning activities. The four module sections and their subdivisions are as follows: (1) the nature of fashion (terminology, history and scope, influences on fashion interest and demand, creation of fashion, and the fashion-buying function), (2) fashion selling (types of retail establishments, store operation, and personal selling), (3) fashion promotion (planning promotions and store fashion coordination), and (4) career opportunities in fashion merchandising (positions in retail stores, positions in manufacturing, positions in ancillary services, and college fashion merchandising programs in New York State). The appendix includes a bibliography of textbooks, instructional materials, and periodicals; a list of major trade and trade service associations; the color wheel; information on manmade fibers; and a sample competency-based competitive event for students in apparel and accessories along with staff and judge's instruction sheets. (EM)

ED 154 240

CE 016 104

Pearlman, Kenneth

Job Families: A Review and Discussion of Their Potential Utility for Personnel Selection. Professional Series PS-78-2.

Civil Service Commission, Washington, D.C. Personnel Measurement Research and Development Center.

Pub Date Mar 78

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bibliographic Citations, \*Cluster Grouping, \*Grouping Procedures, Group Structure, Literature Reviews, \*Occupational Clusters, Occupational Information, \*Personnel Selection, Research Methodology, Taxonomy, \*Validity

This report reviews the personnel literature on the development of job families to illustrate and provide examples of varied approaches to the taxonomic issues of objective, content, and method in job family construction. This booklet first examines the definition of job families and then briefly discusses the potential utility of job families. The next three sections focus on objectives of job families, content bases of job families, and grouping methods used in the construction of job families; and provide examples of each one from the literature. These sections are followed by a table which summarizes the examples of objectives, job descriptors, types of job descriptor output, grouping methods, and grouping level and cites the literature source of each variable. The concluding section explores the implications of the material reviewed for personnel selection theory and practice. This discussion focuses on four general strategies of job family construction and examines their utility for validity generalization research and application. A list of references is attached. (EM)

ED 154 241

CE 016 105

Guide for Awarding Academic Credit under the Youth Employment and Demonstration Projects Act. For Prime Sponsors, Cooperating Agencies, and Educational Institutions.

New York State Education Dept., Albany.

Pub Date Feb 78

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Credits, Cooperative Education, \*Educational Alternatives, Educational Certificates, Equivalency Tests, External Degree Programs, Federal Legislation, \*High School Equivalency Programs, Post Secondary Education, Secondary Education, \*Special Degree Programs, State Programs, \*Work Experience Programs, Youth Opportunities, \*Youth Programs

Identifiers—Comprehensive Education and Training Act, New York, Youth Employment and Demonstration Projects Act

This guide provides information about the available opportunities in New York State for youths to earn credit toward both high school diplomas and college degrees for competencies gained in the Comprehensive Educational Training Act (CETA) training and work experience programs as provided by the Youth Employment and Demonstration Projects Act (YEDPA). The introduction presents an overview of who is responsible for awarding credit, the YEDPA challenge to move in new directions, secondary school programs, alternative high school diplomas, and postsecondary programs, including a chart listing available secondary and postsecondary programs in New York State. Part I on awarding academic credit for work experience at the secondary level discusses cooperative occupational education programs, the general work experience program, training and work experience in general education courses, the high school equivalency diploma program, and the external high school diploma program. Awarding academic credit for work experience at the post-secondary level is discussed in Part II and includes information on credit by examination programs, the Regents external degree program, the Program on Noncollegiate Sponsored Instruction, and college programs that credit work experience. A discussion of advisement services and a summary conclude this booklet. (EM)

ED 154 242

CE 016 107

Caro, Paul W.

Some Current Problems in Simulator Design, Testing and Use.

Human Resources Research Organization, Alexandria, Va.; Seville Research Corp., Pensacola, Fla.

Spons Agency—Air Force Office of Scientific Research, Washington, D.C.

Report No—HumRRO-PP-2-77

Pub Date Mar 77

Contract—F44620-76-C-0118

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cost Effectiveness, \*Flight Training, \*Military Training, Models, Problems, \*Program Design, \*Program Effectiveness, Program Improvement, Simulated Environment, \*Simulation, Simulators, \*Testing, Use Studies

Identifiers—Air Force, Army, Coast Guard, Navy  
Concerned with the general problem of the effectiveness of simulator training, this report reflects information developed during the conduct of aircraft simulator training research projects sponsored by the Air Force, Army, Navy, and Coast Guard. Problems are identified related to simulator design, testing, and use, all of which impact upon simulator training effectiveness. These problems are (1) isolation of the simulator user from the design and development process, (2) inattention to behavioral and training models during that process, (3) ignoring training considerations during simulator testing, (4) inadequate feedback to simulator designers concerning simulator training effectiveness, (5) inattention to techniques of simulator training that differ from techniques of aircraft training, (6) inadequate training for simulator instructors, (7) use of rate of simulator utilization as an index of its training effectiveness, and (8) inadequacies of simulator training cost effectiveness data. (It was concluded in this report that to deal with these problems simulator training must be viewed as a part of a much larger training system and not as an independent element.) (Author/JH)

**ED 154 243** **CE 016 138**

**Youth Initiatives.**  
Employment and Training Administration (DOL),  
Washington, D.C. Office of Youth Programs.  
Pub Date 78

Note—119p.; Some pages may not reproduce well because of faint type

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

**Descriptors**—Adult Education, \*Community Involvement, Community Programs, Demonstration Projects, \*Disadvantaged Youth, \*Employment Opportunities, Employment Potential, Federal Aid, Federal Legislation, \*Federal Programs, Industrial Training, Job Training, Manpower Utilization, School Industry Relationship, Unemployment, Youth, \*Youth Employment, \*Youth Programs

**Identifiers**—\*Job Corps, United States, \*Youth Employment and Demonstration Projects Act

Summarizing the first eight months of the planning, design, and implementation of the new federal youth programs created by the Youth Employment and Demonstration Projects Act of 1977 (YEDPA) and the efforts for expansion and enrichment of the Job Corps, this report explains the charters of the two projects and their initial successes in and projections for meeting their goals. For YEDPA ten principles are specified: knowledge development; work experience; youth involvement; targeting resources on areas of greatest need; substitution prevention; control of overhead; institutional change (improving the linkages between education and employment and training systems); delivery agents; coordination of local and federal planning efforts; and rapid implementation. In the Job Corps' charter eight missions are identified: expansion of the program; maintaining and improving performance; need for new approaches; recruitment; placement; linkages with community groups and institutions; community involvement; and monitoring and evaluation. Innovations in the Job Corps' program are separated into three types: (1) special efforts devoted to target groups of the greatest need; (2) industry work experience; and (3) alternative delivery agents such as community-based organizations and labor unions. From efforts to fulfill the objectives of the two charters, this report indicates that knowledge of youth problems and programs is being expanded, that many demonstration projects and experiments are being undertaken, that important linkages are being formed, and that, overall, youth is benefiting from greater employment and improved services. (ELG)

**ED 154 244** **CE 016 141**

**West, Bill R. Brannock, Dennis**  
**A Plan to Organize Performance Based Auto Mechanics Programs and Derive Learning Content. Information Series Number Four. A Project Report.**

Indiana Univ., Bloomington. Research Dissemination Service.

**Spons Agency**—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date Feb 78

Note—59p.

Available from—Vocational Education Information Services, Indiana University Library, W501, Bloomington, Indiana 47401 (\$2.00 prepaid; single copies free to Indiana residents)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Auto Mechanics (Occupation), High School Curriculum, \*Job Training, Machine Repairs, Occupational Clusters, \*Occupational Information, Occupational Surveys, \*Program Planning, Secondary Education, State Surveys, \*Task Analysis, Vocational Education

**Identifiers**—Indiana

A plan was created for organizing and deriving the learning content of a multi-occupational, performance based vocational education (PBVE) Indiana high school auto mechanics program in vehicle repair. Three surveys were conducted. First, 498 businesses were surveyed to determine existing vehicle repair job titles in Indiana and ways to group these job titles. A second survey was sent to 699 businesses to determine the number of persons employed in each job title identified. The last survey, a task inventory instrument, was mailed to a stratified sample of 198 employers of eight selected job titles. There were four major findings. First, there were 148 job titles identified in the areas of auto, light duty, and

medium duty vehicle repair; heavy duty vehicle repair; auto and truck body repair; and small engine repair. In view of this, the generic term auto mechanics includes many job titles for which students can be specifically trained. Second, a PBVE program plan was developed and represented in a job title matrix in which job titles are organized by common tasks. The matrix is used as the basis for program organization and learning content derivation. Third, a task inventory and system for identifying common tasks among job titles was developed. Last, a learning module development process was devised for teaching and learning content. (Sample pages from the three survey forms are appended.) (EM)

**ED 154 245** **CE 016 150**

**Book of Ideas in Business Education. Activities and Ideas to Motivate Students toward Improved Business Education.**

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date 76

Note—79p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors**—Accounting, \*Business Education, Business Subjects, Consumer Economics, \*Learning Activities, Legal Education, Mathematics Education, \*Motivation Techniques, Office Practice, Secondary Education, Stenography, \*Student Motivation, Teacher Developed Materials, \*Teaching Techniques, Typewriting

Developed by Oklahoma Business Education Teachers under the auspices of the Oklahoma State Department of Education, this book of ideas contains short, one-to-three-paragraph descriptions of activities and ideas to motivate students toward improved business education. The business education content areas included in this document are divided into ten sections: (1) general instructional approaches, (2) accounting, (3) business law, (4) business math, (5) consumer economics, (6) general business, (7) motivation, (8) office practice, (9) shorthand, and (10) typewriting. (VB)

**ED 154 246** **CE 016 151**

**Business Education in Oklahoma. A Guide for Teachers to Motivate Students toward Improved Business Education.**

Oklahoma Curriculum Improvement Commission, Oklahoma City; Oklahoma State Committee for Business Education, Oklahoma City.

**Spons Agency**—Oklahoma State Dept. of Education, Oklahoma City.

Pub Date 75

Note—145p.; Some pages may not reproduce well because of faint type

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

**Descriptors**—\*Business Education, \*Business Education Teachers, \*Business Skills, Check Lists, Interpersonal Relationship, Secondary Education, State Curriculum Guides, Teacher Role, Teaching Guides, \*Teaching Methods

**Identifiers**—Oklahoma

Intended to aid Oklahoma secondary school teachers of business education with their daily and long-range planning, this curriculum guide covers instruction in the following subject areas: general business, business English, economics, consumer economics, typewriting I and II, shorthand I and II, business machines, business mathematics, accounting I and II, and data processing. For each of these courses a goal is stated, and the content outline with objectives, activities, evaluation, and/or recommendations is presented in chart form, followed by a bibliography. Organized as a series of questions, a checklist on professionalism is provided for the teacher, focusing on the spheres of teaching, relationships with students inside and outside the classroom, relationships with colleagues, professional organizations, research and writing, constructive evaluation of educational systems, and relationships with the community. Other checklists deal with teacher education, outlining the competencies and the exposure to knowledge expected of a graduate of a teacher-training institution. Specific methods of teaching accounting, shorthand, typewriting, and general business are discussed, and bibliographies are included for each. (ELG)

**ED 154 247** **08** **CE 016 159**

**Olson, Lawrence S.**

**An Empirical Study of Decisions Involving Post-Secondary Vocational School Training. Volume I—Executive Summary. Final Report.**

Rochester Univ., N.Y.

**Spons Agency**—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—498AH60205

Pub Date Mar 78

Contract—G007603868

Note—20p.; Table information on page 10 may not reproduce well due to small print; For a related document see CE 016 160

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Dropouts, \*Educational Benefits, Inner City, Intelligence, \*Males, \*Motivation, National Surveys, \*Post Secondary Education, \*Private Schools, Program Length, Rural Youth, Socioeconomic Background, Urban Youth, \*Vocational Education, Vocational Followup, Wages

**Identifiers**—United States

A study examined decisions involving private, postsecondary vocational schooling using three large, national sets of data (from the National Longitudinal Surveys) on males. Particular attention is paid to three target groups—inner-city and rural individuals and dropouts. Various equations were estimated using a life-cycle model of time allocation to market work, college, and vocational schooling. Empirical results indicate that persons who took very short programs in private vocational schools (less than three full-time-equivalent months) earn more than persons who didn't train but that this advantage decreases and eventually reverses for longer programs. Estimated dropout penalties are insignificant for all but inner-city youths. Dropout rates from private vocational schools are high, and dropping out appears to be an important method of choosing program length. Other results indicate that persons with poor socioeconomic backgrounds and high IQs take private vocational schooling. Also, during the time they attend private vocational schools, students get higher paying jobs than similar non-trainees. Current governmental policies encourage much longer programs in private vocational schools than appear to be justified by this study. Inner city youths in particular should be encouraged to take and complete short programs, since their estimated dropout penalty is large. (A more complete technical report is also available—see note.) (JT)

**ED 154 248** **08** **CE 016 160**

**Olson, Lawrence S.**

**An Empirical Study of Decisions Involving Post-Secondary Vocational School Training. Volume II—Technical Report. Final Report.**

Rochester Univ., N.Y.

**Spons Agency**—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—498AH60205

Pub Date Mar 78

Contract—G007603868

Note—73p.; Not available in hard copy due to marginal legibility of original document; For a related document see CE 016 159

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Dropouts, \*Educational Benefits, Inner City, Intelligence, \*Males, \*Motivation, National Surveys, \*Post Secondary Education, \*Private Schools, Program Length, Rural Youth, Socioeconomic Background, Urban Youth, \*Vocational Education, Vocational Followup, Wages

**Identifiers**—United States

A study examined decisions involving private, postsecondary vocational schooling using three large, national sets of data (from the National Longitudinal Surveys) on males. Particular attention is paid to three target groups: inner-city and rural individuals and dropouts. Various equations were estimated using a life-cycle model of time allocation to market work, college, and vocational schooling. Empirical results indicate that persons who took very short programs in private vocational schools (less than three full-time-equivalent months) earn more than persons who didn't train but that this advantage decreases and eventually reverses for longer programs. Estimated dropout penalties are insignificant for all but inner-city youths. Dropout rates from private vocational schools are high, and dropping out appears to be an important method of choosing program length. Other results indicate that persons with poor socioeconomic backgrounds and high IQs take private vocational schooling. Also, dur-



ing the time they attend private vocational schools, students get higher paying jobs than similar non-trainees. Current governmental policies encourage much longer programs in private vocational schools than appear to be justified by this study. Inner city youths in particular should be encouraged to take and complete short programs, since their estimated dropout penalty is large. (Description of procedures, data preparation, and findings are included. A shorter executive summary is also available—see note.) (JT)

**ED 154 249** 08 CE 016 161  
Blaschke, Charles L. And Others

**Development of Procedures and Instruments for Assessing the Productivity and Impact of Post-Secondary Cooperative Education and Work Experience Programs. Final Report.**

Office of Education (DHEW), Washington, D.C.  
Bureau No.—498AS460191

Pub Date Jun 77

Grant—300-76-0269

Note—115p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

**Descriptors**—Administrative Personnel, Check Lists, \*Cooperative Education, Counseling Effectiveness, Efficiency, Ethnic Groups, Evaluation Criteria, \*Evaluation Methods, \*Evaluation Needs, \*Guidelines, Minority Groups, Needs Assessment, Performance, Post Secondary Education, Productivity, Program Administration, Program Costs, Program Effectiveness, \*Program Evaluation, Sex Discrimination

A project was conducted to assess the evaluation needs of post secondary cooperative education program administrators and to develop procedures and checklists for assessing productivity and impact of postsecondary cooperative education. This work built upon a general design developed in 1976 under part C of Public Law 90-576 for improving planning, management and evaluation of cooperative education programs. The evaluation component of that design was adapted to meet the special needs of post-secondary cooperative education program directors to focus on measures of productivity and impact, and to address the problems of sex and ethnic bias. The project involved the following: review of relevant postsecondary cooperative education documents; studies and interviews with local directors regarding evaluation needs; a revision of the evaluation design to reflect special needs of postsecondary cooperative education programs and to focus on measuring productivity and impact; the development of specific procedures and checklists to assess existing evaluation procedures and/or to develop new ones in critical checkpoint areas; and a pilot-test of products with post-secondary cooperative education program administrators. A set of procedures and checklists for evaluating the productivity and impact of postsecondary cooperative education programs resulted from this study. (The checklists and instructions on their use are appended.) (Author/JH)

**ED 154 250** CE 016 235

Cain, Sylvester H. Whalen, Barbara A.  
**Adult Basic and Secondary Program Statistics, 1974. Students and Staff Data, July 1, 1973-June 30, 1974, and Selected Summaries of Fiscal Years 1970-74.**

National Center for Education Statistics (DHEW), Washington, D.C. Adult and Vocational Education Surveys and Studies Branch.

Report No.—NCES-76-161

Pub Date [77]

Note—58p.; Appendix material will not reproduce well due to small, broken type; For related documents see CE 016 236 and ED 110 616

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—\*Adult Basic Education, Annual Reports, \*Demography, Dropouts, Educational Facilities, Enrollment, Federal Programs, \*Graphs, National Surveys, Personnel Data, \*School Statistics, Secondary Education, Student Characteristics, \*Tables (Data)

**Identifiers**—United States

This report, the seventh in a series, presents national adult basic education (ABE) and secondary level education statistics compiled from the annual reports submitted by the States and other areas receiving federal funds for ABE programs. The statistics cover enrollments, student characteristics, completions, separations, teachers, classroom facilities, and inservice training of teachers

and other staff members. Following a brief introduction describing federal ABE program efforts, the content is presented in two sections. Section 1 consists of one table which summarizes the statistics for fiscal years 1970 to 1974. The second section reports the statistics for fiscal year 1974 in seven graphic charts and twenty-five detail tables. The adult education annual performance report form and instructions are appended. (EM)

**ED 154 251** CE 016 236

Cain, Sylvester H. Whalen, Barbara A.  
**Adult Basic and Secondary Program Statistics, 1975. Student and Staff Data, July 1, 1974-June 30, 1975, and Selected Summaries of Fiscal Years 1971-75.**

National Center for Education Statistics (DHEW), Washington, D.C. Adult and Vocational Education Surveys and Studies Branch.

Report No.—NCES-77-360

Pub Date 78

Note—59p.; Appendix material may not reproduce well due to small print; For related documents see CE 016 235 and ED 110 616

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—\*Adult Basic Education, Annual Reports, \*Demography, Dropouts, Educational Facilities, Enrollment, Federal Programs, \*Graphs, National Surveys, Personnel Data, \*School Statistics, Secondary Education, Student Characteristics, \*Tables (Data)

**Identifiers**—United States

This report, the eighth in a series, presents national adult basic education (ABE) and secondary level education statistics compiled from the annual reports submitted by the States and other areas receiving federal funds for ABE programs. The statistics cover enrollments, student characteristics, completions, separations, teachers, classroom facilities, and inservice training of teachers and other staff members. Following a brief introduction describing federal ABE program efforts, the content is presented in two sections. Section 1 consists of one table which summarizes the statistics for fiscal years 1971 to 1975. The second section reports the statistics for fiscal year 1975 in seven graphic charts and twenty-eight detail tables. The annual report for adult basic and secondary education programs form and instructions are appended. (EM)

**ED 154 252** CE 016 272  
**Approaches to Human Services Planning. Human Services Bibliography Series. (Revised.)**

Aspen Systems Corp., Germantown, Md.; Department of Health, Education, and Welfare, Washington, D.C. Project Share.

Report No.—DHEW-OS-76-130

Pub Date Feb 78

Note—59p.; Table of Contents and List of Authors may not reproduce well due to small print

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—Abstracts, \*Annotated Bibliographies, Demonstration Projects, Federal Aid, Government Role, \*Human Services, Local Government, Management, Policy Formation, \*Program Coordination, \*Program Planning, Regional Planning, \*Social Planning, Statewide Planning

Included in this annotated bibliography on planning and management of human services are forty-three books and reports selected from the collection of the National Clearinghouse for Improving the Management of Human Services (Project SHARE). Some citations are for documents produced by numerous integrated planning and demonstration projects at both state and local levels which were funded by the U.S. Department of Health, Education, and Welfare. Others are texts selected because they elucidate the more generic issues of long-range planning, social policy formulation, respective governmental planning roles and policies, and operational planning topics. Each citation contains title, author and/or institutional source, publication date, number of pages, and an abstract, along with price and availability information for microfiche and/or paper copy. Some representative titles are as follows: (1) *Alternative Approaches to Human Services Planning: Nine Case Studies on Human Services Planning in State, Regional, and Local Organizations*; (2) *Clusters as a Planning and Coordinating Device in Human Services*; and (3) *Development of a Conceptual Approach to Strategic Health Planning: Final Report*. (JT)

**ED 154 253** CE 016 310

**The World of Business. Teacher's Activity and Resource Guide.**

Columbus Public Schools, Ohio.

Note—393p.

**EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.**

**Descriptors**—Banking, Business, \*Business Education, Career Planning, Communications, Consumer Economics, Consumer Education, Credit (Finance), \*Economics, Exports, \*Financial Services, Government Role, Insurance Programs, Interest, International Relations, Investment, Labor Economics, \*Learning Activities, Money Management, Objectives, Resource Guides, Secondary Education, Teaching Guides, \*Teaching Procedures, Transportation, Vocabulary Development

This activity and resource guide is intended to assist teachers in developing course content and effective teaching methods in business education. (General Business for Economic Understanding, 11th edition, is the adopted textbook for this guide.) The guide is organized into twelve major units and is designed so that each unit builds upon the skills, knowledge, and concepts developed in preceding units. The units by title are (1) "Your Economic World"; (2) "How Business Serves the Economy"; (3) "Looking at Careers"; (4) "Being a Wise Consumer"; (5) "Practical Money Management"; (6) "Using Banking Services"; (7) "Using Credit Wisely"; (8) "Insuring Against Risks"; (9) "Saving and Investing"; (10) "Moving Ideas, Goods and People"; (11) "Government, Labor, and World Trade"; and (12) "Starting Your Career." Each unit is subdivided into several parts of related material for a total of fifty parts for the guide. The information in each part is organized by the following headings: learning goals; suggested teaching procedures; improving your business vocabulary; understanding what you read; applying your business knowledge; and enriching your business understanding. (JH)

**ED 154 254** CE 016 313

**Pre-Employment Skills. An Instructional Pac for Volunteers.**

Cincinnati Public Schools, Ohio. Dept. of Research and Development.

Spons Agency—Ohio State Dept. of Education, Columbus.

Pub Date [74]

Note—59p.; Parts are marginally legible due to type size

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—Biographical Inventories, \*Community Involvement, Curriculum Guides, Data Sheets, Employment, Employment Interviews, Employment Practices, Employment Services, Fringe Benefits, \*Job Application, \*Job Search Methods, \*Learning Activities, Minimum Wage, \*Records (Forms), School Community Relationship, School Industry Relationship, Secondary Education, \*Volunteers, Work Attitudes, Work Experience

The purpose of this instructional "pac" is to provide individuals with the skills and information needed when seeking employment. The curriculum, designed for ten sessions, is intended to be taught by volunteers from the local community, business, industry and the civil service. Different activities are used in the class sessions and include discussions, role-playing and individual task work. Following a pretest, session 1 gives an overview of the course and discusses the following items: birth certificate; work certificate; school data card; social security card; and a personal inventory. In session 2, how to write a personal inventory is presented. Session 3 explains the role of the Civil Service Commission and covers how to fill out applications. Session 4 deals with employment agencies and writing a resume. A discussion of unions is provided in session 5. Session 6 covers newspaper classification ads, reading want ads, and writing a letter of application. Interviews and interview techniques are discussed in sessions 7 and 8. Session 9 covers fringe benefits, fair employment practices and the minimum wage. Work attitudes are discussed in session 10 which is followed by a posttest and feedback from the volunteers. (JH)

**ED 154 255** CE 016 314

**Strong, Brack**  
**Career Development. Group Guidance Packet.**

Area: Decision Making.  
Cincinnati Public Schools, Ohio.

Pub Date Feb 78



Note—23p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Behavioral Objectives, Career Choice, Class Activities, Course Content, \*Decision Making, \*Decision Making Skills, Learning Activities, \*Lesson Plans, Secondary Education, Teaching Guides, \*Teaching Procedures, Vocational Development

This packet is a career development teaching guide on decision-making developed for high school teachers. A brief introduction to skillful decision-making is followed by five lessons on decision-making. Each lesson includes one or more of the following: goal, behavioral objectives, teaching activities, and teaching procedures (includes content and learning activities). The lessons are (1) Three Steps to Take in Making a Decision, (2) What Are Values: How Do They Affect the Decisions I Make?, (3) The Four Categories of Information Used in Decision Making, (4) The Conditions under Which Decisions Are Made, and (5) Four Strategies Used in Decision Making. A career information lesson on using the occupational outlook handbook concludes this booklet and includes a goal, a behavior objective, and group guidance teaching activities. A form for students to evaluate the packet is attached. (EM)

**ED 154 256** **CE 016 460**

**Employment Needs of Women Offenders: A Program Design.**

Women's Bureau (DOL), Washington, D.C.

Pub Date 77

Note—67p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Community Involvement, Community Programs, Correctional Education, Corrective Institutions, \*Criminals, Employment Opportunities, \*Employment Problems, \*Females, Information Dissemination, \*Needs Assessment, Prisoners, Program Coordination, \*Program Design, Program Development, Program Planning

Identifiers—Women's Bureau

Based on meetings held by the Women's Bureau in Baltimore, Boston, and Miami to explore the employment-related problems of women offenders and to propose solutions, this report in Part I describes the development and conduct of these three seminars, in Part II gives instructions for the organization of future such community programs, and in Part III contains samples of conference materials as well as a resource directory. Three objectives are recognized for the local meetings: (1) to identify and assess the employment needs of women offenders both in the institution and the community; (2) to share information with the general public and government and private agencies about these needs and to establish a communication network and closer coordination among these agencies; and (3) to encourage communities to develop plans to improve services relating to the employment of female offenders. Further, in Part I, the four phases of the program design used at the three sites (assessment, developmental, activity, and followup action) are identified and differences are noted for each city; and in Part II, these four phases are outlined generally to provide a model for community development of similar conferences. Conclusions drawn from the meetings in the three cities show deficiencies in the following areas associated with the vocational education of women offenders: education, job training, residential, and job-readiness courses in penal institutions; work in state-use industries; work-release programs; employer and union involvement; long-termers' participation in vocational programs; linkage between correctional institutions and community and government agencies; and elimination of barriers imposed by state laws. (ELG)

## CG

**ED 154 257** **CG 012 406**

**Walker, Betty A. Mehr, Marilyn**  
**Psychotherapeutic Experiences Among Gay Professional Women: Helping or Hindering?**

Pub Date [73]

Note—17p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Attitudes, \*Females, \*Homosexuality, Information Dissemination,

Labeling (of Persons), \*Professional Personnel, \*Psychotherapy, Research Projects, \*Self Concept, Sex Discrimination, \*Therapists

The purpose of this paper and film project was to examine the effects of psychotherapy on a sample of gay professional women. A videotape film of a group interview with six professional women between the ages of 30 and 50 was produced in which the following issues were discussed by the group members in the film: why they sought psychotherapy; what the attributes were that they looked for in a psychotherapist; how the psychotherapist's biases affected the therapeutic relationship; what changes occurred in their senses of self, sexual preferences, relationships with both men and women, careers, and willingness to disclose sexual preferences to others; and what recommendations they had for psychotherapists working with gay professional women. Following the group interview, the film concluded with a discussion by Dr. Evelyn Hooker, noted researcher on homosexuality, who provided guidelines for psychotherapists treating gay professional women. The most important concepts derived from this work are that great care must be taken in using any psychotherapeutic intervention or treatment based solely upon sexual object choice. The therapist must be aware of and reevaluate his or her own biases, attitudes and behaviors and their consequent effect on the therapeutic relationship in working with gay professional women. (Author)

**ED 154 258** **CG 012 407**

**Romaniuk, Michael And Others**

**Helpless Self-Attitudes of the Elderly: The Effect of Patronizing Statements.**

Pub Date Nov 77

Note—25p.; Paper presented at the Conference of the Gerontological Society (29th, New York, N.Y., October, 1977)

Available from—Frances W. Hoyer, Department of Psychology, Hutchings Psychiatric Center, Box 27, University Station, Syracuse, NY, 13210.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Adjustment (to Environment), \*Changing Attitudes, \*Individual Power, Interpersonal Relationship, \*Negative Attitudes, \*Nursing Homes, \*Older Adults, Program Descriptions, Research Projects, \*Self Concept, Staff Improvement

The purpose of the study was to increase staff awareness of negative attitudes and decrease patronizing statements emitted during a geriatric day treatment community meeting. Tape recorded pre and posttest patterns of staff and client patronizing statements were measured. The intervention consisted of staff training involving awareness of the production and impact of these statements on elderly attitudes and behavior. Results indicated that both staff and clients direct patronizing statements to elderly clients (staff markedly more than clients). The frequency of these statements by both staff and clients decreased after staff training. These results were interpreted as demonstrating the relation between elderly self-attitudes and corresponding staff attitudes and statements. (Author)

**ED 154 259** **CG 012 408**

**Rousa, Mark W.**

**Mate Selection: A Propositional Formulation.**

Pub Date [74]

Note—18p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Behavior Patterns, Developmental Stages, \*Marriage, \*Mate Selection, Psychological Characteristics, Research Needs, \*Social Exchange Theory, Social Influences, \*Sociocultural Patterns, State of the Art Reviews

With the intent of integrating partial theories that have developed in the area of mate selection, this paper presents propositions extracted from the research literature (1950-1976). A logical ordering of these propositions is suggested and new propositions are derived by interrelating selected propositions. These conclusions are reached: first, the propositions from exchange theory can be used to explain all the others mentioned in the paper; second, a stage theory of mate selection has considerable support in the literature and may prove to be a valuable research area. (Author)

**ED 154 260****CG 012 409**

**Whittaker, Sandra V.**

**Comparative Study of Self-Esteem Among Black, White, and Latino Women.**

Pub Date [76]

Note—25p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Blacks, Cultural Factors, \*Demography, \*Family Characteristics, \*Females, Marital Status, \*Mexican Americans, Mothers, Psychological Studies, \*Self Esteem

This exploratory study investigates the effects of race and other demographic characteristics (age, marital status, number of children, number of dependent children, and job status) on the self-esteem of 144 black, white and latino female subjects. Predicted differences due to race were confirmed. Marital status and the interaction of marital status with race, marital status with dependent children, and marital status, race and dependent children were also found as significant. This paper includes a discussion of the conceptual and methodological difficulties in the study of self-esteem. (Author)

**ED 154 261** **CG 012 410**

**Cameron, Catherine**

**Remarriage Counseling: A Current Challenge.**

Pub Date Oct 77

Note—10p.; Paper presented at the Annual Conference of the National Council on Family Relations (San Diego, California, October 12-15, 1977); Not available in hard copy due to marginal legibility

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Counseling, Effectiveness, \*Counselor Role, \*Divorce, \*Family Counseling, Interpersonal Relationship, \*Marriage Counseling, Parent Child Relationship, \*Personal Adjustment, Social Influences, State of the Art Reviews

Identifiers—\*Remarriage Counseling

An increasing percentage of weddings today are remarriages. The urgent need for counseling in preparation for, and in the context of, remarriage deserves recognition. Yet remarriage counseling is a neglected topic at professional conventions, in research studies and among marriage and family counselors. This kind of marital relationship exhibits a unique blend of common and novel elements. Commonalities between first marriages and remarriages are obvious—for example, both may involve the interpersonal dynamics of the nuclear family. Parallels can also be drawn such as the finding that in-law problems are outnumbered by "step" and ex-spouse dilemmas. Additionally, couples in a remarriage have publicly faced relationship failure and wounds are slow to heal, and new adult-child relationships are frequently strained. However, remarried couples can bring greater self-knowledge and maturity to the new union. They may be far happier than couples in a first marriage; they may also become recidivists. The difference could lie with the perceptive marriage and family counselor who is aware of issues and sensitive to dynamics in remarriage. (Author)

**ED 154 262** **CG 012 411**

**Savannah: Model Cities Community Mental Health Program. Final Report.**

Georgia Univ., Athens. Center for Continuing Education.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Jun 77

Grant—MH-13441-01A1

Note—214p.

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**

Descriptors—\*Attitude Tests, \*Behavior Change, Community Service Programs, Counselor Attitudes, \*Counselor Training, \*Mental Health Programs, Mental Illness, \*Paraprofessional Personnel, Program Descriptions

Identifiers—\*Georgia (Savannah)

This report details the development of a comprehensive and coordinated continuing education program of mental health training for professional and paraprofessional workers engaged in the delivery of human services to clients who live in a special catchment area formerly known as the Model Cities areas of Savannah, Georgia. The thrust of the training is, first, to help professional, paraprofessional and indigenous community caretakers recognize mental health problems which interfere with their relationships with their

clients and intervene more directly and efficiently to alleviate some of these constraints; and second, to develop a training program which will be responsive to the changing needs of all participants. The training program is intended to be flexible enough to serve the needs of workers in diverse agencies and communities and to be applied across a broad spectrum of human service delivery systems. Included in the appendix are a number of inventories of mental illness attitudes and a locus of control and counselor evaluation scale with a statistical analysis of the responses of trainees. There are also sample forms used by trainees: a Client Social History Blank, Log Sheets and Post Session Evaluation Sheet. (Author/DOW)

**ED 154 263** CG 012 412

Waelen, Walter B.

**Sex Differences in Learning: Some Open Questions.**

Pub Date 23 Sep 77

Note—27p.; Paper presented at the Annual Meeting of the International Society for the Study of Behavioural Development (4th, Pavia, ITALY, September 19-25, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Achievement, Aptitude, \*Cognitive Ability, \*Cultural Factors, \*Developmental Stages, Elementary Education, Family Influence, Secondary Education, \*Sex Differences, Sex Discrimination, State of the Art Reviews, \*Testing Problems

A common assumption is that boys are innately superior in analytical and quantitative skills and girls are superior in verbal skills. Research indicates, however, that these assumptions hold true only at certain times in the life cycle of each sex. There is evidence that cultural attitudes, rather than innate sex differences, account for differences in achievement. Males are found to like mathematics if their parents approve of mathematics education, but girls' attitudes are negative under the same condition. The more theoretically oriented teachers (male and female) are, the better are boys' attitudes toward mathematics. Many tests of aptitude or achievement are biased in favor of one sex or the other. This is due to the kinds of questions asked, the manner in which test scores are interpreted or the conditions of test-taking, which sometimes distort results, since boys perform more poorly in stress-producing situations. Attempts of testmakers to obscure differences in performance by boys and girls run counter to the effort of parents and teachers to instill different attitudes and motivations in each sex. Research indicates that only minimal differences in ability and achievement between the sexes can be attributed to physiology. (Author)

**ED 154 264** CG 012 413

Harootyan, Robert A.

**Interest Groups and the Development of Federal Legislation Affecting Older Americans.**

Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Pub Date Nov 77

Grant—93-P-57621/9

Note—21p.; Paper presented at the Conference of the Gerontological Society (29th, New York, N.Y., October, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Employment, \*Federal Legislation, \*Medical Care Evaluation, \*Older Adults, Social Systems, \*State Federal Aid, State of the Art Reviews, Taxes

Identifiers—\*Eligibility Criteria

Changes in the development of federal legislation affecting the elderly are analyzed in this study, which concentrates on the use of chronological and non-chronological eligibility criteria. Data for this research are contained in a computerized annotated index of federal legislation impacting on older Americans. The index covers seven major areas of federal legislation: social services, income maintenance, housing, consumer affairs, health care, employment, and taxation. For this preliminary analysis, specific attention is given to the areas of housing, nutrition, and health care programs designed to serve older persons. Also discussed is the increased use over time of functional (i.e., non-chronological) definitions as modifiers of chronological eligibility criteria. The question of the extent to which chronological definitions are adequate as categorical identifiers of those in need persists. The study suggests changes which should be made to

reduce the inequities and inconsistencies which persist in federal legislation oriented toward older Americans, many of which seem to have evolved specifically because of the lack of a strong, cohesive age-based lobby at the federal level. (Author)

**ED 154 265** CG 012 414

Murphy, Roger J. L.

**Sex Differences in Examination Performance: Do These Reflect Differences in Ability or Sex-Role Stereotypes?**

Pub Date Jul 77

Note—13p.; Paper presented at the Annual Sex-Role Stereotyping International Conference (University of Wales Institute of Science and Technology, Cardiff, Wales, July 13-15, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Academic Ability, \*Bias, Intelligence Differences, \*Performance Factors, Research Projects, Secondary Education, \*Sex Differences, \*Sex Stereotypes, Stereotypes, \*Test Construction

Identifiers—\*Great Britain

Many academic examinations exhibit sex differences in terms of entry figures and pass rates. This fact is illustrated by a selection of statistics from the British GCE "O" level examination results for June 1976. These results are discussed in terms of three possible causes: innate differences in intellectual functioning, sex role stereotyping, and sex bias in the examinations themselves. The research evidence concerning sex differences in intellectual functioning seems inconclusive, and certainly does not seem to indicate any large and consistent differences. Where differences do exist it is also impossible to assume that they are innate, as the influence of socially defined sex role stereotyping is apparent. The link between sex role stereotyping and sex differences in attitudes to various academic subjects also seems to be a distinct possibility. In addition to this, the evidence for the effect of attitude on performance makes the sex role stereotyping explanation for these results a most realistic one. The possibility of sex bias in the examinations themselves was not completely ruled out but, like the innate differences hypothesis, this did not seem to be a tenable explanation for the overall size of the differences. (Author)

**ED 154 266** CG 012 415

Reed, John C.

**Teaching Nursing Home Personnel to be Helpers.**

Pub Date [73]

Note—12p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Change Strategies, Evaluation, Groups, \*Interpersonal Relationship, \*Nurses Aides, \*Nursing Homes, Older Adults, Program Descriptions, \*Staff Improvement, \*Training Objectives

A series of sessions were devised to assist nursing home personnel to effectively help residents in nursing homes. Four sessions were scheduled over one month, one week apart. All levels of employees were involved in the series. The sessions were planned so participants had opportunities to practice and discuss the skills taught in each session. The skills taught were attending, responding, planning, and assessing. Pre and post test measured were taken to determine changes in levels of functioning. The results indicated significant increases in the following levels of functioning: acquaintance volume, attitude toward elderly people and themselves, discrimination skills, and responding skills. Positive changes were noted in the participants' attitudes toward their jobs. Also, an increase in level of knowledge concerning biological and psychological changes that occur in the aging process was noted. (Author)

**ED 154 267** CG 012 416

**Options in Education. Program Transcripts of a Weekly Series Broadcast by Member Stations of National Public Radio. Program #92-096. Portrait of American Adolescence, Part 1, 2, 3, 4, and 5.**

National Public Radio, Washington, D.C.

Pub Date 3 Oct 77

Note—110p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Adolescents, Developmental Tasks, Parent Child Relationship, Physical Development, \*Programming (Broadcast), \*Relevance (Education), \*Sex Education, Sexuality, \*Social Behavior, State of the Art Reviews, \*Student Needs, Youth Problems

These five booklets present the program transcripts of a weekly series broadcast by member stations of National Public Radio. A wide variety of participants express their views on various aspects of the adolescent experience. Kenneth Keniston, Urie Bronfenbrenner and Margaret Mead are among those participating as well as teenagers themselves. The program topics include the common crises of adolescence, adolescent sexuality and sex education, the relationship of schools to adolescent problems, the juvenile system and adolescents, the adolescent's need for challenge, family relationships and sociocultural influences on adolescent behavior. These program transcripts are intended for anyone interested in or working with adolescents. (DOW)

**ED 154 268** CG 012 417

Wilson, Aaron, Jr.

**Development and Implementation of a Structured Program for the Systematic Reduction of Factors Contributing to Students Dropping Out of School.**

Pub Date 21 Sep 77

Note—100p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Attendance, \*Auto Mechanics, Dropout Characteristics, \*Dropout Prevention, Dropout Research, High School Students, Program Descriptions, Secondary Education, Truancy, \*Vocational Counseling, \*Vocational Education

Identifiers—\*Instructional Modules

This report describes the development, implementation and evaluation of a pilot project aimed at reducing factors that contribute to the high dropout rate among students in vocational education programs. The author is concerned with reducing such factors as absenteeism, tardiness, suspensions, class cutting, and with increasing student participation in extracurricular activities, interest in school, and reading progress. The 60 tenth grade students with high dropout potential who participated in the project were formed into experimental and control groups. Students in the experimental group were given intensive, competency-based skills utilizing a new instructional delivery system. Two teachers and one guidance counselor were selected to work as a team with these students for nine consecutive months. The control group received no special treatment and functioned as part of the traditional vocational program. A summative evaluation of the project is presented with tables, and it is concluded that the program resulted in a reduction in truancy, suspensions, tardiness, class cutting, absenteeism and students dropping out of school. Gains were also realized in student performance. (Author/DOW)

**ED 154 269** CG 012 418

Bremer, Teresa H. Ragan, Pauline K.

**The Effect of the Empty Nest on the Morale of Mexican American and White Women.**

Pub Date Nov 77

Note—28p.; Paper presented at the Conference of the Gerontological Society (29th, New York, N.Y., October, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Caucasians, Family (Sociological Unit), Females, Gerontology, \*Mexican Americans, \*Morale, \*Mothers, \*Parent Child Relationship, \*Parent Role, Research Projects, \*Role Models

The empty nest has been thought to be associated with low morale among women. The emphasis on the mother role among Mexican American families may result in a stronger negative association between low morale and the empty nest among Mexican American women than among white women. This study tests two hypotheses: first, that the empty nest is associated with aspects of low morale among both Mexican American and white women; and second, that this association is stronger among Mexican American than among white women, ages 45-74. A probability sample of 254 Mexican American and 255 white female residents of Los Angeles County, ages 45-74, were identified as empty nest or full nest by the criterion of having someone 18 or under living in the home. A scale tapping four dimensions of morale (sadness, boredom, loneliness, and usefulness) was administered. Frequency analysis was performed and epsilons were computed to determine the effect of the empty nest on these Mexican American and white women in three age cohorts, 45-54, 55-64 and 65-74. Results suggest that the empty nest may

not be a crucial cause of low morale among women. The relationship between the empty nest and these indicators of low morale among Mexican American women was unclear, and there was negligible association of the empty nest with low morale among white women. (Author)

ED 154 270 CG 012 419

Guttmann, David  
Seekers, Takers, and Users: The Elderly as Decision Makers.

Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Pub Date Nov 77

Grant—90-A-522

Note—22p.; Paper presented at the Conference of the Gerontological Society (29th, New York, N.Y., October, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Behavior Patterns, Community Resources, \*Decision Making, Gerontology, Information Utilization, \*Needs Assessment, \*Older Adults, \*Problem Solving, Research Projects, Socioeconomic Influences

This is a study of decision-making patterns among urban community-living older adults. Focus is on the utilization of resources by the elderly. The sample consists of 410 respondents who were interviewed twice. The results show that action-taking related to a significant life event is the most important predictor of well-being. Significant differences also exist between those who seek information from others, use several alternatives, and are ready to take higher risks in their decision making, and those who do not seek information from others. Age, education, income, capability to make decisions, and satisfaction with decisions made are significant variables in perception of life events and decision making. (Author/DOW)

ED 154 271 CG 012 420

Fried-Cassoria, Martha

Death Anxiety and Disengagement.

Pub Date 10 Aug 77

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Development, \*Anxiety, \*Death, Developmental Psychology, \*Gerontology, \*Locus of Control, \*Older Adults, Research Projects, Retirement, Social Psychology, \*Social Relations

This study hypothesized that when a person perceives his social network as constricted, and this constriction has been a "conscious" decision by that individual, then he or she should express little death anxiety. Subjects were 38 individuals who were at least age 60. Of these, 18 were members of the Gray Panthers (with expanding numbers of social contacts), and the remaining 20 were primarily from the Guild House (who could choose their level of social engagement). Materials utilized include Social Locus and Perceived Lifespace measures, by Cumming and Henry (1961), Rotter's Internal/External Locus of Control scale (1966), and Templer's death anxiety scale (1970). A Pearson correlation performed on the data revealed that generally, disengagement and low death anxiety are not positively correlated. However, the Gray Panthers showed a significant negative correlation between these variables. There were no significant differences between the two groups. All subjects felt their social networks were either unchanged or slightly decreased since age 45, and that they do exert control over their own lives. They did not express much fear of death. The hypothesis of this study was refuted. The results suggest a possible correlation between high ideals of social involvement and low death anxiety. (Author/JLL)

ED 154 272 CG 012 422

Kallan, Florence K. Leyendecker, Gertrude T.  
Factors Relating to Retention of Senior Volunteers.

Pub Date 22 Nov 77

Note—23p.; Paper presented at the Conference of the Gerontological Society (29th, New York, N.Y., October, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Agencies, \*Community Services, Delivery Systems, \*Dropouts, \*Gerontology, Human Services, \*Job Satisfaction, Manpower Utilization, \*Older Adults, Research Projects, Surveys, \*Volunteers

Identifiers—\*Senior Volunteer Retention

The purpose of this study was to survey a sample of RSVP volunteers in an attempt to identify

those areas of the program which were and were not providing satisfaction. Subjects were 100 volunteers, 50 who had dropped out of the program and 50 who were still active. A telephone survey was conducted by trained staff. The results for most volunteers who are continuing to serve are as follows: (1) they are assigned to community agencies; (2) they are between ages 70 and 74; (3) they were recruited by center staff or other volunteers; (4) they appear very much satisfied with their assignments; (5) they see meals as an important program component; (6) they were less affected by health programs than drop-outs; (7) about 50% live alone; and (8) they were little affected by feelings about staff or transportation. Except for health factors, no statistically significant differences were found between continuing program volunteers and drop-outs. Thus, the satisfactions measured by this survey must no longer be the major factors leading to retention of volunteers. Additional research is needed to isolate those conditions which influence retention. (Author/JLL)

ED 154 273 CG 012 423

Baker, Ellen K. Labouvie, Erich W.  
Association Between Life Satisfaction, Retirement Stage, and Locus of Control.

Pub Date 77

Note—14p.; Paper presented at the Conference of the Gerontological Society (29th, New York, N.Y., October, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Development, Age, Developmental Stages, \*Gerontology, \*Locus of Control, \*Males, Older Adults, Personality, \*Psychological Characteristics, \*Quality of Life, Research Projects, \*Retirement

Identifiers—\*Life Satisfaction

The major purpose of the present study was to examine empirically the independent and interactive effects of the situational event of retirement and cumulative influences attributed to the impact of satisfaction with noted life events upon locus of control (LOC). So included males over 55 years who had participated in a national survey. Variables within the study were constructed from individual items within the survey which were transformed into separate scales. Multiple regression analyses indicated that satisfaction as a cumulative measure of past success and failure experiences significantly related to LOC. That is, the satisfaction construct accounted for about 15% of the variance within the LOC scores. Alternatively, retirement status was found to contribute only a minimal amount of variance, with the preretired group being slightly more internal than the transitional and retired groups. (Author)

ED 154 274 CG 012 424

Eddy, James M. St. Pierre, Richard  
Genetic Counseling as an Educational Process.

Pub Date [76]

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Counseling Programs, \*Educational Needs, \*Genetics, Health Education, \*Psychoeducational Processes, State of the Art Reviews

Identifiers—\*Genetic Counseling

Historically genetic counseling programs have not included strong educational components or sound educational foundations. This paper deals with some of the drawbacks of current genetic counseling programs and the implications for education in the genetic counseling process. The author adopts a broad definition of genetic counseling which emphasizes a supportive communication process geared towards counseling and educating a patient through a potentially traumatic experience. The paper includes a description of this educational model for the genetic counseling process. (Author/DOW)

ED 154 275 CG 012 425

Strong, Stanley R.  
Christian Counseling: A Synthesis of Psychological and Christian Concepts.

Pub Date 27 Aug 77

Note—14p.; Paper presented at the Annual Conference of the American Psychological Association (San Francisco, California, August 26-30, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Behavior Change, Church Workers, Counselor Attitudes, \*Counselor Role, Helping Relationship, \*Motivation, Philosophy, \*Religious Factors, \*Responsibility, \*Self Actualization

Identifiers—\*Christian Counseling

This paper describes an approach to counseling that synthesizes psychological processes of change with theological concepts of the Christian faith. The approach assumes that persons can be self-directing and that persons are responsible for their behavior, including the changes counseling is intended to facilitate. The counselor's job is to equip clients to enable them to change. Key objectives in Christian counseling are to help clients accept themselves as worthy and valuable because they are God's creatures, give up their standards of conditional self-worth, accept responsibility for their fallibilities and faults, and adopt an overriding goal of being responsibly loving in all their thoughts and actions. There are descriptions of significant stages of the counseling process: meeting the client, equipping the client for change, and facilitating change. Also included is a discussion of the roles of justification, responsibility, forgiveness, grace, sin, responsible loving, and prayer. (Author)

ED 154 276 CG 012 426

Davis, Kenneth P.

Perceived Role and Effectiveness of School Psychologists in IGE Schools. Technical Report No. 442.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Report No.—WRDCL-TR-442

Pub Date Dec 77

Contract—NE-C-00-3-0065

Note—183p.; Ph.D. dissertation, University of Wisconsin, Madison

EDRS Price MF-\$0.83 HC-\$1.03 Plus Postage.

Descriptors—Elementary Education, Elementary Schools, \*Evaluation, Individualized Instruction, \*Performance Factors, \*Principals, Psychological Services, Rating Scales, Research Projects, \*Role Perception, \*School Psychologists, \*Teacher Attitudes

Within a theoretical framework of role theory and systems theory, this study investigates differences in role expectations held for school psychologists in IGE schools by principals, unit leaders, teachers and school psychologists; and the relationship between agreement on expectations and ratings of the performance effectiveness of school psychologists. The roles of the school psychologist examined in this report are consultant, diagnostician, therapist, educational programmer and researcher. The research instrument consists of a role evaluation scale and a role analysis questionnaire which are included in the appendix. The data show that role expectations of both school psychologists and their referent groups were consistently similar. However, two of the five role functions were rejected by unit teachers, therapist and diagnostician. It appears that the minimal contact which unit teachers have with school psychologists may lead to a lack of mutual understanding regarding the tasks psychologists should be expected to perform. (Author/DOW)

ED 154 277 CG 012 427

Jason, Leonard A.

Observer Reactivity in an Educational Setting.

Pub Date Dec 77

Note—11p.; Paper presented at the Annual Convention of the Association for Advancement of Behavior Therapy (11th, Atlanta, Georgia, December 9-11, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Behavior Patterns, Home Instruction, Interaction Process Analysis, \*Mothers, \*Observation, \*Preschool Children, \*Reactive Behavior, Research Methodology, Research Projects, \*Teacher Behavior

This study investigates the reactive effects of observers on interactions between teachers (undergraduates and mothers) and toddlers in a preventive educational program. Findings indicate that the presence of an observer differentially affects interactional patterns in the home. More specifically, undergraduates and toddlers are relatively unaffected by an observer, whereas mothers evidence dramatic reactive effects. (Author)

ED 154 278 CG 012 428

Massey, Garth

Intersecting Careers of Work and Non-Work Among a Mobile Population.

Pub Date Oct 77

Note—22p.; Paper presented at the Annual Meeting of the American Sociological Association (72nd, Chicago, Illinois, September 5-9, 1977)



**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Adjustment Problems, \*Behavior Patterns, Blue Collar Occupations, Demography, Environmental Influences, Family (Sociological Unit), \*Laborers, \*Life Style, \*Marriage, \*Occupational Mobility, Research Projects

Identifiers—\*Gillette Syndrome

This research explores the interface of the careers of work and marriage-family among new workers in any energy-related impacted community in Wyoming. This impact has brought many changes to the Rocky Mountain West, including the migration of thousands of persons to fill the jobs created by the extraction, processing and construction operations. The research involves an empirically grounded examination of the stages in the work career of these largely manual, often mobile workers and the process of marriage-family that confronts and frequently conflicts with the conditions of work. In terms of these two careers, the research seeks to determine the major structural conditions of the population's lives, the points and processes of major decisions, and the modes of adaptation to these conditions. (Author)

**ED 154 279**

CG 012 429

Huber, Bettina J.

**The Ins and Outs of Femininity: An Interactive Perspective.**

Pub Date 77

Note—46p.; Paper presented at the Annual Meeting of the American Sociological Association (72nd, Chicago, Illinois, September 5-9, 1977)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Behavior Patterns, \*Cultural Factors, Emotional Development, \*Females, \*Identification (Psychological), Literature Reviews, Parent Child Relationship, Personality Theories, \*Psychological Characteristics, \*Sex Role, \*Social Influences

Identifiers—\*Gender, \*Oedipal Development

Recent investigations of gender are fostering structurally deterministic explanations by focusing exclusively on social processes. A balanced understanding of femininity involves considering psychic forces in conjunction with social factors. An interpretation of Freud currently being articulated in Europe delineates unconscious forces fruitfully viewed as interacting with environmentally given attitudes. A summary of the new perspective highlights cultural aspects of Oedipal processes. As individuals enter the world outside the home, early insights filter social influences impinging upon them. Conversely, structural conditions can undermine women's inward acceptance of secondary status. Non-familial social organization and exclusion from the larger society are instrumental in this. (Author)

**ED 154 280**

CG 012 430

Adler, Emily Stier

**Perceived Marital Power, Influence Techniques and Marital Violence.**

Pub Date Sep 77

Note—32p.; Paper presented at the Annual Meeting of the American Sociological Association (Chicago, Illinois, September 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Conflict Resolution, \*Decision Making, Emotional Response, Family Life, \*Family Problems, Individual Power, Interpersonal Relationship, \*Marriage, \*Married Students, \*Power Structure, Research Projects, Violence

Identifiers—\*Domestic Violence

An alternative operationalization of perceived marital power is proposed. Four types of power structure are identified and described: egalitarian marriages, husband dominated marriages, wife dominated marriages and marriages with differently perceived power structures. Two other variables (spouses' influence techniques and the use of physical violence by spouses) are considered in terms of their relationship to perceived marital power. (Author)

**ED 154 281**

CG 012 432

Long, Nicholas

**Information & Referral Services: Research Findings. Volume One of the Interstudy Information and Referral Center Study. Appendix One.**

Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Report No.—DHEW-OHDS-77-20411

Pub Date 75

Grant—93-P-75051/5-06

Note—256p.; For related documents see CG 012 433 and CG 012 434; Not available in hard copy due to small print in original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Community Resources, Gerontology, \*Information Needs, \*Information Services, \*Older Adults, Outreach Programs, Program Development, \*Program Evaluation, \*Referral, Resource Guides, Senior Citizens, Statistical Data, Training

This appendix accompanies Volume 1 of the Information and Referral Center Study and the Evaluation of Information and Referral Services for the Elderly. It contains information tables on such topics as system evaluation, objectives, community involvement, staff training, referral services and sample data collection forms. (CJ)

**ED 154 282**

CG 012 433

Long, Nicholas

**Information & Referral Services: Research Findings. Volume One of the Interstudy Information and Referral Center Study.**

Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Report No.—DHEW-OHDS-77-20410

Pub Date 75

Grant—93-P-75051/5-06

Note—363p.; For related documents see CG 012 432 and CG 012 434; Parts may be marginally legible due to small type

**EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.**

Descriptors—\*Community Resources, Gerontology, \*Information Needs, \*Information Services, \*Older Adults, Outreach Programs, Professional Training, Program Development, \*Program Evaluation, \*Referral, Research Projects, Resource Guides, Senior Citizens

This is the first volume of the final report of the Information and Referral Center Study, which was funded by the Administration on Aging, Department of Health, Education, and Welfare. The overall project objective, as stated in the initial grant application, was "to facilitate the development of a more useful, effective, and comprehensive system of information and referral centers." The purposes of this first volume are threefold: (1) to explicate the evaluation technology developed for this program; (2) to illustrate the use of this technology in the formal consideration of the research questions originally posed; and (3) to offer recommendations concerning the location of I and R services to maximize access by the elderly, the service components necessary to facilitate the connection of the elderly individual in need of human services with the appropriate provider, minimum educational requirements for staff of I and R centers, and the advisability of networks of I and R Centers. (Author)

**ED 154 283**

CG 012 434

**Evaluation of Information and Referral Services for the Elderly. Final Report, February 28, 1977.**

Battle (Mark) Associates, Inc., Washington, D.C. Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Report No.—DHEW-OHDS-77-20109

Pub Date 28 Feb 77

Contract—105-76-3117

Note—179p.; For related documents see CG 012 432 and CG 012 433

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—\*Community Resources, Gerontology, \*Information Needs, \*Information Services, \*Older Adults, Outreach Programs, Professional Training, Program Development, \*Program Evaluation, \*Referral, Resource Guides, Senior Citizens, Training

Under Title 3 of the Older Americans Act of 1965, as amended, state and area agencies on aging are required to provide for the establishment or maintenance of information and referral services in sufficient numbers to assure that all older persons in the state or within a planning and service area will have reasonably convenient access to such services. This study is an evaluation of information and referral services (I and Rs). The focus is on key organizations involved in the planning, coordination and service delivery aspects of information and referral. Twelve substantive areas are evaluated by this study: (1) organization and facilities; (2) resource file; (3) staffing; (4) access; (5) interviewing, information-giving and referral; (6) publicity and outreach; (7) records and reports; (8) follow-up; (9) escort

and transportation services; (10) planning; (11) coordination; and (12) funding and costs. The last chapter of this evaluation report provides recommendations based on objectives and findings of the study. (Author/JL)

**ED 154 284**

CG 012 435

Fournier, David G. And Others

**The Inventory of Pre-Marital Conflict: Clinical and Educational Applications.**

Pub Date [77]

Note—33p.; Best Copy Available

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Adults, \*Conflict Resolution, Decision Making, Empathy, Family Problems, \*Family Relationship, \*Intercommunication, \*Interpersonal Problems, \*Marriage Counseling, Perception, \*Problem Solving, Questionnaires

Identifiers—\*Inventory of Premarital Conflict

The Inventory of Pre-Marital Conflict (IPMC) is a systematic procedure for the diagnosis and assessment of pre-marital conflict and related issues. The self-report component of the IPMC involves a series of 18 hypothetical conflict situations. The individual responds to each of these by evaluating who is primarily responsible for the problem, and by choosing the most desirable solution. This instrument provides the degree of actual conflict, perceived conflict, empathy level, accuracy of predicting the partner's responses, and types of authority for both individuals and couples. In addition, group norms are provided for comparative purposes. Items found to be particularly relevant for the couple are selected for the tape recorded interaction task in which the couple re-evaluates each problem situation and decides upon a joint solution. From this task, indicators of communication styles, problem-solving, decision-making, and conflict resolution skills and win scores can be obtained. Information obtained from the IPMC can be used to focus couple discussion, to aid in the formulation of treatment objectives in pre-marital counseling, and to evaluate the effectiveness of the counseling or educational programs. (Author)

**ED 154 285**

CG 012 472

**Smoking and Health Experiments, Demonstrations, and Exhibits.**

Center for Disease Control (DHEW/PHS), Atlanta, Ga.

Report No.—DHEW-CDC-77-8313

Pub Date 77

Note—25p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (HEW Publication No. [CDC] 77-8318)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Demonstration Projects, Demonstrations (Educational), \*Drug Education, \*Exhibits, Guides, \*Health Education, Laboratory Experiments, Science Experiments, \*Smoking, Tobacco

This booklet of experiments was compiled from various teachers' guides in response to the many requests from students for help in preparing smoking demonstrations and exhibits. The booklet is divided into three sections. Part 1 illustrates a number of experiments, most of which require some laboratory equipment. Part 2 includes a number of demonstrations which can be performed by one or two persons. Part 3 contains suggestions for exhibits. Teachers and students will find this a helpful resource for demonstrating the effects of smoking. (JL)

**ED 154 286**

CG 012 473

Suelze, Marjean And Others

**Parental Reflections on the Child Care Decision Making Process.**

Spons Agency—Russell Sage Foundation, New York, N.Y.

Pub Date Aug 77

Grant—6080-117

Note—25p.; Paper presented at the Annual Meeting of the American Sociological Association (72nd, Chicago, Illinois, September 5-9, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Child Care, \*Child Care Centers, \*Child Rearing, \*Decision Making, Parent Attitudes, Parent Child Relationship, \*Parent Role, Parents, Research Projects, \*Working Parents, Working Women

This paper examines the factors which have contributed to the need for an expansion of extra-familial child care arrangements, and re-

ports the findings of an exploratory study which investigated the decision-making process whereby parents opted for supplementary care for their children. Group interviews were conducted with parents whose children were enrolled in nursery schools, family day care homes, day care centers operated by voluntary associations, day care centers operated by the local community, and residential centers run by the state. Precipitating conditions prior to considering child care outside the home are presented first in terms of: educational and labor force participation, changes in marital status, and the psychological and emotional well-being of the parents. The decision-making process is discussed in terms of: the initial decision to have children cared for outside the home, the roles of both parents in making the decision (in the case of married couples), who parents consult in making their decision, and the subsequent selection of a placement among a variety of options. Also explored are parents' initial feelings about having their children cared for outside the home and the feedback received from others regarding their decision. (Author)

**ED 154 287** CG 012 475

**Adult Use of Tobacco, 1975.**

Spons Agency—Center for Disease Control (DHEW/PHS), Atlanta, Ga.  
Pub Date Jun 76  
Contract—CDC-21-74-520  
Note—31p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Adults, Attitudes, \*Behavior Change, \*Changing Attitudes, \*Drug Addiction, Eating Habits, \*Health, Health Education, Research Projects, \*Smoking, \*Tobacco  
In 1964, 1966, and 1970, studies were conducted among the adult (21 and over) population of the United States in order to determine attitudes, knowledge, and behavior related to the use of tobacco—especially cigarette smoking. With a lapse of five years since the last national study, it was necessary to determine what changes in behavior and attitudes had taken place since 1970; therefore, this 1975 study was undertaken. The purpose of this survey was twofold: to evaluate possible changes in knowledge, attitudes, beliefs, and behavior concerning smoking that have taken place since 1970; and to provide in-depth information to all who have continuing and concerted interest in the problem, so that all smoking programs can be maximally effective. The majority of the interviews were conducted by telephone where available; the remainder in face-to-face interviews. The data are based on approximately 12,000 interviews of adults, 21 and over, all of which were conducted by Chilton Research Services of Philadelphia. The findings are organized with respect to demographic data, attitudes, perception of environment, smoking history, dosage, other forms of tobacco, and changes in smoking behavior. (Author)

**ED 154 288** CG 012 476

**Steinglass, Peter**

**The Home Observation Assessment Method (HOAM): Real-Time Naturalistic Observation of Families in Their Homes.**

Pub Date Oct 77  
Note—44p.; Paper presented at the Annual Conference of the National Council on Family Relations (San Diego, California, October 12-15, 1977); Tables may be marginally legible; Best copy available

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Data Collection, \*Environmental Research, Family (Sociological Unit), \*Family Environment, Family Life, Family Structure, Instrumentation, \*Measurement Techniques, Research Design, \*Research Methodology, \*Research Tools

The vast bulk of psychosocial research data about the family are derived from two basic sources: self-report, retrospective data obtained by questionnaires or interviews; and direct observations of behavior occurring in a laboratory or treatment setting. Despite an emerging enthusiasm for the notion of studying behavior in its natural environment (spurred on particularly by the developing fields of ethology and ecological psychology), remarkably little research has been done utilizing in-home observations of American families. One possible reason for the discrepancy between rhetoric and action has been the difficulty in operationalizing the collection of data from the in-home setting and utilizing such data for systematic hypothesis testing. What little work

has been done has been carried out primarily by participant-observers who live with the family and collect, by hook or crook, process notes of what they think is going on. Although such an approach is commonplace for the cultural anthropologist, very few family researchers have exhibited the desire or patience to carry out such work. This report presents a new method, the Home Observation Assessment Method, specifically designed to collect accurate data of interactional behavior in the home as it unfolds in a real time framework. (Author)

**ED 154 289** CG 012 477

**Hornung, Carlton A. McCullough, B. Claire**

**Status Inconsistency in Marriage: Consequences for Life and Marital Dissatisfaction.**

Pub Date 77  
Note—39p.; Paper presented at the Annual Meeting of the American Sociological Association (72nd, Chicago, Illinois, September 5-9, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Achievement Need, \*Educational Background, Educational Status Comparison, \*Family Problems, Marital Instability, \*Marriage Counseling, Mate Selection, Research Projects, Social Science Research, \*Socioeconomic Status, Stress Variables  
**Identifiers**—\*Status Inconsistency, \*Two Career Families

The research reported here examines the consequences of inconsistency between the individual's statuses, his or her spouse's statuses, as well as inconsistencies between husbands' and wives' education and occupation status. Measures of generalized life dissatisfaction and dissatisfaction with marriage are the outcome variables. The data were collected as part of the 1973 and 1974 General Social Surveys conducted by the N.O.R.C. The analysis was performed separately for men and women while controlling for achievement orientation. The results show status inconsistency to be the most important variable for explaining life and marital dissatisfaction. Further, the consequences of status inconsistency differ for men and women and are conditional on the individual's achievement orientation. (Author)

**ED 154 290** CG 012 478

**Moxley, Linda S.**

**Implementing MBO Within the Student Personnel Division: Pluses and Pitfalls.**

Pub Date 25 Mar 78  
Note—39p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Higher Education, \*Management by Objectives, Management Systems, \*Objectives, Performance, Performance Contracts, \*Performance Criteria, \*Personnel Evaluation, Personnel Management, \*Staff Improvement, State of the Art Reviews, \*Student Personnel Services

The objective of this paper is to provide the student personnel administrator with an understanding of the pluses and pitfalls of implementing management by objectives. The author discusses the following potential performance improving aspects of MBO: the establishment of goals, objectives, and results measures; participation; and the appraisal session. Because of the inseparable, multiple impacts of MBO, the paper also addresses selected systems effects related to the increased performance. (Author)

**ED 154 291** CG 012 539

**Floyd, Debbie**

**Student Development: Implications and Challenges for Student Activities.**

Pub Date [75]  
Note—13p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Campuses, Classroom Environment, Curricular Activities, \*Coordination, Experiential Learning, Higher Education, Models, \*Professional Personnel, \*Program Administration, \*Special Services, Staff Utilization, \*Student Development, \*Student Personnel Workers, Use Studies

As colleges have grown in size and complexity, there has been an increasing need for student personnel workers to deal with demands for service, requests for grants and loans, and pressures from outside agencies. Routine tasks, however, do not fully utilize the talents of professionally trained activities personnel. These professionals can, and should, help facilitate a positive learning climate through collaborative efforts with all col-

lege resource persons. The best way to do this is for service workers to assume the role of Activities Learning Specialists, a change that would, among other things, be responsible for collaborative development of learning activities appropriate to classroom and out-of-class experience. (Author/FC)

**ED 154 292** CG 012 542

**Moore, Terence**

**School and the Developing Concepts of Work, Responsibility, and Freedom.**

Pub Date 77  
Note—15p.; Paper presented at the Annual Meeting of the International Society for the Study of Behavioural Development (4th, Pavia, ITALY, September 19-25, 1977) Best Copy Available

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Achievement, \*Adolescents, Career Planning, Educational Planning, Individual Development, Motivation, \*Occupational Aspiration, Research Projects, \*Responsibility, School Environment, Secondary Education, Secondary School Students, Self Esteem, \*Student Attitudes, \*Work Attitudes  
**Identifiers**—\*Autonomy, \*England (London)

A sample of 15-year-old children in London were interviewed with regard to their vocational wishes, the reasons for these, their plans for preparatory study or training, and relevant aspects of their school experience. Considerable overlap was found between the constructs underlying occupational wishes and liking or disliking for school subjects, which in turn depended on the quality of teaching and on experience of success or failure in those subjects. It was found that school, through its teaching and disciplinary methods and general atmosphere, tended to build up a positive or negative attitude to work which often decisively affected the child's motivation, his chances of success, the age at which he wished to leave school and his willingness to contemplate further education. The school ethos importantly affected attitudes toward authority and rules and discipline, but often failed to give the experience of responsibility which might have given more reality to adolescent thinking about the future. (Author)

**ED 154 293** CG 012 563

**Criteria for Assessing Alcohol Education Programs.**

California State Dept. of Education, Sacramento. Spons Agency—California State Office of Alcoholism, Sacramento.

Pub Date 76  
Note—29p.

Available from—Publication Sales, California State Dept. of Education, P.O. Box 271, Sacramento, CA, 95802; price \$1.00

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Alcohol Education, \*Community Planning, Drug Abuse, \*Drug Education, Elementary Secondary Education, \*Evaluation Criteria, Guides, Problem Solving, \*Program Evaluation, School Personnel, \*State Standards  
Alcohol abuse has become the number one drug problem in the United States. In 1973 the California State Board of Education adopted guidelines for drug education programs in schools, and those guidelines can also be used with alcohol education programs. This document provides criteria by which individual schools, school districts, and communities can assess their alcohol education programs, and measure them against the California guidelines. (Author/FC)

**ED 154 294** CG 012 564

**Farmer, Helen S.**

**The Relationship of Home-Career Conflict, Fear of Success, and Sex-Role Orientation to Achievement and Career Motivation Given Different Levels of Perceived Environmental Support.**

Pub Date [77]  
Note—38p.; Tables and figures of marginal legibility

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Achievement, Community Support, \*Fear of Success, \*Females, \*Motivation, \*Occupational Aspiration, Research Projects, Risk, \*Self Esteem, \*Sex Role, Sex Stereotypes, Socialization, \*Success Factors

The purpose of the study was to investigate the relationship between Home-Career (H-C) conflict, Fear of success (FOS), achievement (n Ach) and Career motivation (CM) for women of differing sex role orientations. In addition, mea-

asures of self-esteem, risk-taking, perceived community support and early socialization were obtained. A positive relationship was expected between FOS and level of career motivation for an androgynous sex role orientation and a negative relationship for H-C conflict and level of career motivation for sextyped women. Subjects were 53 continuing education and 109 college undergraduate females. Analyses included canonical, discriminant, and multiple regression analyses. Measures of community support, community discrimination, self-esteem in relation to home and family, and early socialization experiences were found to be the salient predictors of high or low career motivation. FOS and H-C were found to be descriptive of highly motivated women, regardless of sex role orientation. The cost of this conflict to the productivity of these women was viewed as an area needing further research. (Author)

**ED 154 295** CG 012 565

McDonald, Gerald W.

**Determinants of Adolescent Perceptions of Maternal and Paternal Power in the Family.**

Pub Date Oct 77

Note—43p.; Paper presented at the Annual Conference of the National Council on Family Relations (San Diego, California, October 12-15, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Adolescents, Education, Employment, \*Family Relationship, \*Parent Child Relationship, \*Parent Role, \*Perception, \*Power Structure, Religious Factors, Research Projects, Social Class

Identifiers—\*Resource Theory

A social power framework is utilized to locate those variables that influence adolescent perceptions of power in the parental unit. The variables are categorized as parental resources, family resources, family size, adolescents' religiosity, and adolescent demographic factors. A major focus of the study is to test the viability of resource theory for explaining adolescent perceptions of parental power. A purposive subsample (N=296) of high school adolescents was obtained and a self-report methodology was employed. Regression analyses support the utility of a resource theory approach. In addition, a number of other variables evidence a degree of strength, particularly adolescents' religiosity. A major finding is that those potential determinant variables taken together are less influential for adolescent perceptions of maternal power than paternal power. Possible explanations are explored. It is also demonstrated that parental power perceptions are not sex-linked for adolescents and same-sex parents but are found to occur in a similar manner with both parents for male and female adolescents. (Author)

**ED 154 296** CG 012 566

Polivy, Janet

**The Role of Cognitive Commitment Factors in Dieting and Psychotherapy.**

Pub Date 29 Mar 78

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (March, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Behavior Change, \*Dietetics, \*Eating Habits, Individual Power, \*Motivation, \*Psychological Patterns, \*Psychotherapy, Self Control, State of the Art Reviews

Identifiers—\*Obesity

Although motivation has long been regarded as essential for behavior, very little research has been done on its role in behavior change. This paper focuses on this issue by examining motivations for eating and dieting in obese and anorexic patients. Measuring the commitment to eating and the commitment to dieting, the study finds that motivations which influence behavior are often not immediately obvious. The dual issues of the motivations underlying a disorder and the motivations connected with seeking treatment, as examined in people with weight control problems, are relevant to most problems treated with psychotherapy. The paper concludes that without greater study of patient motivations, effective treatment of patients will remain a difficult problem. (Author/FC)

**ED 154 297** CG 012 567

Story, Marilyn

**The Differing Amounts of Freedom Parents Allow Their Preschool Sons and Daughters to Discuss Body Self Concept.**

Pub Date [77]

Note—12p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Body Image, Family Attitudes, \*Parent Attitudes, Preschool Children, Research Projects, \*Self Concept, \*Sex Differences, \*Sex Stereotypes, Surveys

Identifiers—\*Protection

Parents of all children in a university home economics department preschool (N=18), a university day care center (N=40), and a Montessori Method preschool (N=36) were contacted to determine if they allowed their preschool children differing amounts of freedom to discuss body self-concepts according to sex of the child or type of preschool the child attended. Parents more frequently refused to allow daughters than sons to participate in a body self-concept interview. Parents from the university home economics department preschool had a higher refusal rate than parents from either of the other preschools. (Author)

**ED 154 298** CG 012 568

Your Chance to Live.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Defense Civil Preparedness Agency (DOD), Washington, D.C.

Pub Date [72]

Note—107p.; For related document see ED 080 925

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Civil Defense, \*Community Action, Elementary Secondary Education, \*Emergency Programs, Fire Protection, \*Government Role, Manuals, Nuclear Warfare, Pollution, \*Safety

Identifiers—\*Preparedness

Disaster is a fact of life. More than 68 disasters occur every day in the United States. These catastrophes range from hurricanes, tornadoes and earthquakes to train wrecks and neighborhood fires. All people face these and many other kinds of disasters, both natural and man-made. Air and water pollution, industrial accidents, and the possibility of attack on this country are other hazards that are constantly with us. This book is an attempt to help the reader live safely in this increasingly complex, cluttered and dangerous world. Personal safety is the first objective. As more people become knowledgeable about civil preparedness, there will be more safety for all. (Author/FC)

**ED 154 299** CG 012 569

Milic, Diane Karmos, Joseph S.

**Egocentrism and Adjustment.**

Pub Date [77]

Note—16p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Adjustment (to Environment), Behavior, \*Egocentrism, Elementary Education, Elementary School Students, Group Status, Locus of Control, Personal Adjustment, Research Projects, \*School Attitudes, \*Self Concept, \*Social Adjustment, \*Sociometric Techniques

The purpose of this research was to investigate relationships between egocentrism and personal and social adjustment for students in grades four through six. Almost 200 students participated in the study. The results showed that: (1) Less egocentric children tended to be better adjusted. (2) Overall, personal adjustment was moderately related to sociometric scores. (3) Personal adjustment scores were moderately related to sociometric scores at the sixth grade level. (4) For the entire sample, the correlations for egocentrism with self-concept, locus of control, and attitude toward school were low. (Author)

**ED 154 300** CG 012 570

Bolton, Christopher R. Sullivan, Kathleen Ryan

**Gerontology in Higher Education: The State of the Field.**

Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Pub Date Nov 77

Grant—90-A-955/01

Note—21p.; Paper presented at the Conference of the Gerontological Society (29th, New York, N.Y., October, 1977)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Administrative Organization, \*College Faculty, \*Credentials, \*Curriculum, \*Educational Gerontology, \*Educational Programs, \*Higher Education, Institutions, Instruc-

tion, Professional Recognition, State of the Art Reviews

This paper, based on a study of 169 institutions and 397 faculty, reports the findings of a national survey of institutions offering credit instruction in gerontology. The survey sought to identify the most pertinent administrative and procedural characteristics of gerontology education programs and, in addition, sought to describe the training, background, and accomplishments of the faculty associated with these programs. The data derived from this study has been archived within the University of Nebraska Computer Network for access by researchers and program developers interested in studying the data files in detail. (Author)

**ED 154 301** CG 012 571

**School Psychological Services. Handbook.**

Georgia State Dept. of Education, Atlanta. Div. of Curriculum Development.

Pub Date 77

Note—39p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Delivery Systems, \*Elementary Secondary Education, Guides, Individual Characteristics, Legislation, Professional Personnel, \*Program Evaluation, \*Psychological Services, \*Pupil Personnel Workers, \*School Psychologists, Standards, Student Needs

This Handbook is intended as a guide to practice for the school psychologist and as a reference to further information relating to pertinent state and federal regulations and to professional standards of psychological practice. It was written also to give school administrators, consultants and teachers information on psychological services that can be of help in developing school system policy and regulations, as well as providing a concise description of what kinds of programs could be expected from a system's psychological services staff. It will help to clarify the roles of school psychologists. It should help school psychologists in their attempts to plan for comprehensive and effective service programs that are responsive to the needs of children and schools. (Author)

**ED 154 302** CG 012 572

Blew, Carol H. Cirel, Paul

**Montgomery County Emergency Service, Norristown, Pennsylvania. An Exemplary Project.**

Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Mar 78

Contract—J-LEAA-030-76

Note—138p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock number 027-000-00638-8)

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Community Programs, Counselors, Criminals, \*Delivery Systems, Drug Abuse, \*Emergency Squad Personnel, Mental Illness, Models, \*Police, Professional Personnel, \*Psychiatric Hospitals, \*Referral, Social Problems, State Legislation

Police are on duty around the clock. As the only available service agency during many hours of the day, they must cope with a variety of social problems, among them psychiatric and drug and alcohol emergencies that may not be criminal offenses but nevertheless pose a threat to the individual and the community. Few jurisdictions have developed a centralized system to provide care for people in such circumstances. One that has is Montgomery County, Pennsylvania. The Montgomery County Emergency Service (MCES) is a private, nonprofit corporation and a fully-licensed and accredited psychiatric hospital which offers psychiatric and drug and alcohol emergency service. MCES services include telephone "hot-line" assistance, a specially equipped emergency ambulance, psychiatric evaluation, detoxification, short-term hospitalization, and referral to other agencies for continuing care. To assist police in handling these emergencies, MCES formed a Criminal Justice Liaison Network by placing trained human service workers in selected police departments. By designating MCES an Exemplary Project, the National Institute recognizes it as a viable alternative to arrest in various crisis situations. This manual is being published to provide information to other communities interested in developing a similar program. (Author)



**ED 154 303** CG 012 579

*Benlier, Peter M., Ed. And Others*  
**Data Analysis Strategies and Designs for Substance Abuse Research. Research Issues 13.**  
 Documentation Associates, Los Angeles, Calif.  
 Spons Agency—National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.  
 Pub Date Dec 76  
 Contract—271-75-3071  
 Note—232p.; Parts may be marginally legible due to small type

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock number 017-024-00562-2)  
**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**  
 Descriptors—Cluster Analysis, \*Computer Programs, \*Data Analysis, \*Drug Abuse, Factor Analysis, Longitudinal Studies, Methods, \*Research Methodology, Research Projects, \*Statistical Analysis

This volume contains 10 original papers discussing methodologies applicable to performing psychosocial research on substance abuse, particularly abuse with drugs. Eight data analysis strategies are discussed by the authors: automatic interaction detection, actuarial prediction, cluster and typological analysis, path analysis, factor analysis, general multiple regression and correlation analysis, multivariate analysis of variance, and discriminant analysis. In addition, two relevant research designs are dealt with: single-organism designs and longitudinal designs. Although many of the methods are complex, the discussions are kept as nontechnical as possible. Each paper includes a description of the rationale, procedures, assumptions, advantages, and disadvantages of the methodology. Practical illustrations show how the method has been applied in both nondrug and drug-related situations. References are provided to existing computer programs for performing the analysis, as well as to relevant documents for additional reading. These citations include more detailed discussions of mathematical derivations and descriptions of both drug and nondrug research that have employed the methodology. (Author)

**ED 154 304** CG 012 580

*Nehemkis, Alexis, Ed. And Others*  
**Drug Abuse Instrument Handbook: Selected Items for Psychosocial Drug Research. Research Issues 12.**

Documentation Associates, Los Angeles, Calif.  
 Spons Agency—National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.  
 Report No.—DHEW-ADM-77-394  
 Pub Date 77  
 Contract—271-75-3071  
 Note—340p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock number 017-024-00533-9, \$4.65)  
**EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.**

Descriptors—\*Drug Abuse, \*Measurement Instruments, \*Psychological Tests, \*Reliability, \*Research Methodology, Social Science Research, Test Construction, Test Reviews, \*Validity

Identifying, acquiring, and developing valid and reliable instruments are major problems facing researchers who study psychosocial drug use and abuse. Much time is often devoted to creating a measuring device when an adequate one already exists, resulting in duplication of effort, considerable waste of resources, and loss of uniform comparability of data. Furthermore, few guidelines exist to aid in the arduous task of designing new instruments and items. What areas or variables should be assessed? How have others attempted to assess these areas? How should the items be presented? This handbook is designed to help eliminate these problems. It is intended to serve as a basic reference tool by identifying existing instruments and suggested items for the creation of new instruments. Over 2,000 items from 40 instruments are included, categorized according to the areas they assess. The instruments from which they were selected have been found to discriminate between drug users and nonusers, or have identified different drug user types. Many of the instruments were developed specifically for drug research; others were developed first for use in other fields. It is hoped that this unique handbook will facilitate contact between instrument developers and users, and enable other investigators to compare and build upon previous research. (Author)

**ED 154 305** CG 012 581

*Hertz-Lazarowitz, Rachel And Others*  
**Social Interaction and Social Organization of Israeli Five to Seven Year Olds.**  
 Pub Date [76]  
 Note—35p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
 Descriptors—Behavior Development, Childhood Friendship, \*Children, Elementary Education, \*Interpersonal Relationship, \*Observation, \*Peer Relationship, \*Play, Research Projects, \*Social Behavior

Identifiers—\*Israel  
 Children (N=408) from three experimental infant schools in Israel were observed during their free play for three consecutive weeks, using observational categories based on Parten's (1932) work. Findings based on 2,157 observations provide norms of social behavior and organization for ages five to seven, an age group which was not studied intensively before. Findings include: (1) a high percentage of positive social interaction (54%), a low percentage of negative social interaction (3.4%) and a moderate percentage of solitary play (18.8%) and onlooker behavior (11%) were found; (2) the social organization pattern was 57% dyads, 28% group of three to four children, 14% groups of five or more children; (3) no age difference in social behavior was found, but kindergartners played significantly less in large groups than first graders; (4) boys were significantly higher in their physical negative behavior and physical positive behavior. In general, boys were significantly more active than girls and interacted with more playmates. The paucity of naturalistic observational studies about social behavior patterns in the early school years enables only a partial comparison to former work, which is heavily based on children aged two to five. The high level of socially oriented behaviors found in the present study sharply contradicts findings claiming that children in the 70's are less socially oriented in their play activities than were their contemporaries of 40 years ago. (Author)

**ED 154 306** CG 012 582  
*Clark, Robert B., Ed.*  
**A Handbook for Use in the Preparation of Student Expense Budgets.**  
 National Association of Student Financial Aid Administrators, Washington, D.C.  
 Pub Date 15 Mar 77  
 Note—164p.  
 Available from—NASFAA, Central Office and Placement Service, 910 17th St. N.W., Suite 228, Washington, D.C., 20006, price \$15.00  
**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**  
 Descriptors—\*Budgeting, \*College Students, \*Expenditures, \*Financial Services, Guides, Methods, \*Money Management, Scholarship Loans, \*Student Financial Aid

This publication reports the results of a National Student Expense Budget Conference, attended by members from all echelons of the national financial aid community. The conference's purpose was to arrive at definitive positions regarding the components of budgets, the methodology of budget construction and the variables which may properly be considered in such construction. Out of 10 working committees, six addressed the problems of defined student types: disadvantaged, nontraditional, graduate and professional, part-time, undergraduate and career school. Within these committees, the conferees developed parameters for the different budget components as those components related to the specific student type under consideration by the committee. Two of the other committees addressed subjects having direct bearing on student budgets: Economic Standards Within Student Budgets and Methodology for Data Collection. The last two dealt with the administration of financial aid: Budgeting Federal Student Financial Aid Dollars and A Method for Training Personnel in the Preparation of Student Budgets. (Author/BB)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Budgeting, \*College Students, \*Expenditures, \*Financial Services, Guides, Methods, \*Money Management, Scholarship Loans, \*Student Financial Aid

This publication reports the results of a National Student Expense Budget Conference, attended by members from all echelons of the national financial aid community. The conference's purpose was to arrive at definitive positions regarding the components of budgets, the methodology of budget construction and the variables which may properly be considered in such construction. Out of 10 working committees, six addressed the problems of defined student types: disadvantaged, nontraditional, graduate and professional, part-time, undergraduate and career school. Within these committees, the conferees developed parameters for the different budget components as those components related to the specific student type under consideration by the committee. Two of the other committees addressed subjects having direct bearing on student budgets: Economic Standards Within Student Budgets and Methodology for Data Collection. The last two dealt with the administration of financial aid: Budgeting Federal Student Financial Aid Dollars and A Method for Training Personnel in the Preparation of Student Budgets. (Author/BB)

**ED 154 307** CG 012 583

*Barra, Stephan And Others*  
**Values Education: A Resource Booklet.**  
 Spons Agency—Ontario Secondary School Teachers' Federation, Toronto.  
 Pub Date 75  
 Note—99p.; Some parts of the document may not reproduce clearly

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Class Activities, \*Decision Making Skills, Elementary Secondary Education, \*Ethics, \*Humanistic Education, \*Moral Development, Resource Materials, Student Teacher Relationship, Teaching Guides, \*Values

This booklet is designed to introduce the reader to Values Education. Its purpose is to provide the teacher with those techniques and methods necessary to make values an integral part of any curriculum. The goal is to re-orient the learning experience, making it more meaningful for all concerned. A commitment to this end is necessary if this goal is to be achieved. Values Education assumes that teachers have the task of assisting learners in their quest for a clear, consistent and defensible system of values. A student exposed to some systematic treatment of values should, among other things, display a clear, consistent, and defensible pattern of judgments and actions based on a value system, and focused on the universal needs of affection, respect, skill, enlightenment, power, wealth, well-being and responsibility. This booklet provides exercises and activities to promote this end. (Author/BB)

**ED 154 308** CG 012 584

**A Comparative Analysis of Delinquency Prevention Theory: Preventing Delinquency. Volume One of Nine.**

Spons Agency—National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.  
 Pub Date Jan 77  
 Grant—75-TA-99-0016

Note—175p.; For related documents see CG 012 584-591, and ED 147 727  
**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—Biological Influences, Comparative Analysis, \*Delinquency Prevention, Delinquents, \*Juvenile Courts, \*Labeling (of Persons), \*Social Behavior, \*Socialization, Standards, State of the Art Reviews, \*Subculture

The Task Force to Develop Standards and Goals for Juvenile Justice and Delinquency Prevention was initiated in the Spring of 1975 by the Law Enforcement Assistance Administration (LEAA) of the U.S. Department of Justice. The efforts of this task force resulted in nine reports, each one dealing with one aspect of the Juvenile Justice System. This particular volume is intended to transmit to government officials, juvenile justice personnel, legislators and concerned citizens information about delinquency prevention. Discussion falls into five major areas: (1) the breakdown of social controls, (2) delinquency as a subculture, (3) psychological theories of delinquency, (4) biological theories of delinquent behavior, and (5) labeling theory. (Author/FC)

**ED 154 309** CG 012 585

**A Comparative Analysis of Standards and State Practices: Police-Juvenile Operations. Volume Two of Nine.**

Spons Agency—National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.  
 Pub Date Jan 77  
 Grant—75-TA-99-0016

Note—120p.; For related documents see CG 012 584-591, and ED 147 727  
**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Community, Comparative Analysis, Criminal Law, \*Delinquency Prevention, \*Delinquents, \*Guidelines, \*Juvenile Courts, \*Legal Problems, Legislation, \*Police, Specialists, Standards, State Legislation, Youth Agencies

The Task Force to Develop Standards and Goals for Juvenile Justice and Delinquency Prevention was initiated in the Spring of 1975 by the Law Enforcement Assistance Administration (LEAA) of the U.S. Department of Justice. The efforts of this task force resulted in nine reports, each one dealing with one aspect of the Juvenile Justice System. This volume addresses a number of issues concerning the police and juvenile justice and delinquency prevention. They concern police policy formulation, scope of police authority relative to detention and arrest of juveniles as well as protection of children, the application of laws of arrest to juveniles and adults, discretionary powers of police relative to such arrests, possible mechanisms for relationships between police agencies and the court, and alternatives for organizing police services to handle juvenile matters. (Author/CKJ)

**ED 154 310** CG 012 586

**A Comparative Analysis of Standards and State Practices: Court Structure, Judicial and Non-Judicial Personnel and Juvenile Records. Volume Three of Nine.**

Spons Agency—National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Jan 77

Grant—75-TA-99-0016

Note—87p.; For related documents see CG 012 584-591, and ED 147 727

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock number 027-000-00547-1)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Comparative Analysis, \*Court Role, \*Delinquency Prevention, \*Delinquents, \*Juvenile Courts, Objectives, \*Records (Forms), \*Staff Role, \*Standards, State Legislation

Identifiers—\*Family Courts

The Task Force to Develop Standards and Goals for Juvenile Justice and Delinquency Prevention was initiated in the Spring of 1975 by the Law Enforcement Assistance Administration (LEAA) of the U.S. Department of Justice. The efforts of this task force resulted in nine reports, each one dealing with one aspect of the Juvenile Justice System. This particular volume considers issues related to the organization of the juvenile or family court such as the court structure, use of non-judicial personnel, and the maintaining of juvenile records. (Author/FC)

**ED 154 311** CG 012 587

**A Comparative Analysis of Standards and State Practices: Jurisdiction-Delinquency. Volume Four of Nine.**

Spons Agency—National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Jan 77

Grant—75-TA-99-0016

Note—65p.; For related documents see CG 012 584-591, and ED 147 727

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Age Groups, Comparative Analysis, \*Delinquency Prevention, \*Delinquents, \*Juvenile Courts, Legislation, Standards, \*State Legislation, Traffic Regulations

Identifiers—\*Criminal Court, \*Jurisdiction

The Task Force to Develop Standards and Goals for Juvenile Justice and Delinquency Prevention was initiated in the Spring of 1975 by the Law Enforcement Assistance Administration (LEAA) of the U.S. Department of Justice. The efforts of this task force resulted in nine reports, each one dealing with one aspect of the Juvenile Justice System. This particular volume explores a number of closely related issues regarding the appropriate scope of the juvenile or family court's jurisdiction over delinquency cases. (Author/FC)

**ED 154 312** CG 012 588

**A Comparative Analysis of Standards and State Practices: Jurisdiction-Status Offenses. Volume Five of Nine.**

Spons Agency—National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Jan 77

Grant—75-TA-99-0016

Note—89p.; For related documents see CG 012 584-591, and ED 147 727

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock number 027-000-00548-9)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Comparative Analysis, \*Conduct, Court Role, \*Delinquency Prevention, \*Delinquents, \*Juvenile Courts, Legislation, \*Moral Development, Standards, State Legislation, \*Truancy

Identifiers—\*Jurisdiction, \*Status Offenses

The Task Force to Develop Standards and Goals for Juvenile Justice and Delinquency Prevention was initiated in the Spring of 1975 by the Law Enforcement Assistance Administration (LEAA) of the U.S. Department of Justice. The efforts of this task force resulted in nine reports, each one dealing with one aspect of the Juvenile Justice System. This particular volume examines the scope of juvenile or family court jurisdiction over conduct by juveniles which would not constitute a crime if committed by an adult (status offenses). Specific areas for discussion include truancy and disobedience. (Author/FC)

**ED 154 313** CG 012 589

**A Comparative Analysis of Standards and State Practices: Abuse and Neglect. Volume Six of Nine.**

Spons Agency—National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Jan 77

Grant—75-TA-99-0016

Note—224p.; For related documents see CG 012 584-591, and ED 147 727

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock number 027-000-00549-7)

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**

Descriptors—\*Child Abuse, \*Delinquency Prevention, \*Delinquents, \*Family Problems, \*Juvenile Courts, Legislation, \*Neglected Children, \*Parent Child Relationship, Safety, Standards, State Legislation

Identifiers—\*Jurisdiction

The Task Force to Develop Standards and Goals for Juvenile Justice and Delinquency Prevention was initiated in the Spring of 1975 by the Law Enforcement Assistance Administration (LEAA) of the U.S. Department of Justice. The efforts of this task force resulted in nine reports, each one dealing with one aspect of the Juvenile Justice System. This particular volume covers a wide range of issues related to laws governing child abuse and neglect, although it must not be regarded as a comprehensive treatment of the subject. The main focus of the discussion is on the scope of jurisdiction of the courts, especially as related to procedural safeguards, dispositions and post-dispositional processes. (Author/FC)

**ED 154 314** CG 012 590

**A Comparative Analysis of Standards and State Practices: Prosecution and Defense. Volume Eight of Nine.**

Spons Agency—National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Jan 77

Grant—75-TA-99-0016

Note—106p.; For related documents see CG 012 594-591, and ED 147 727

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock number 027-000-00558-6)

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Court Role, \*Delinquency Prevention, \*Delinquents, \*Juvenile Courts, \*Lawyers, Legislation, Role Theory, \*Standards

Identifiers—\*Juvenile Prosecutors, \*Plea Bargaining

The Task Force to Develop Standards and Goals for Juvenile Justice and Delinquency Prevention was initiated in the Spring of 1975 by the Law Enforcement Assistance Administration (LEAA) of the U.S. Department of Justice. The efforts of this task force resulted in nine reports, each one dealing with one aspect of the Juvenile Justice System. This particular volume explores issues regarding the proper role of legal counsel in juvenile proceedings. (Author/FC)

**ED 154 315** CG 012 591

**A Comparative Analysis of Standards and State Practices: Juvenile Dispositions and Corrections. Volume Nine of Nine.**

Spons Agency—National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Jan 77

Grant—75-TA-99-0016

Note—123p.; For related documents see CG 012 584-591, and ED 147 727

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock number 027-000-00559-4)

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Community Programs, Corrective Institutions, \*Delinquency Prevention, \*Delinquents, \*Juvenile Courts, \*Legislation, Methods, Models, \*Standards, \*State Legislation

The Task Force to Develop Standards and Goals for Juvenile Justice and Delinquency Prevention was initiated in the Spring of 1975 by the Law Enforcement Assistance Administration (LEAA) of the U.S. Department of Justice. The efforts of this task force resulted in nine reports, each one dealing with one aspect of the Juvenile Justice System. This particular volume presents

an overview of the critical issues regarding juvenile dispositions and corrections, and presents a series of four comparative analyses which explore the following: (1) who should be the authority to impose and modify dispositions; (2) what time limits should be applied to dispositional orders and the court's continuing jurisdictional authority; (3) what procedures should be employed in the dispositional hearing; and (4) what are the rights of the juvenile to receive services. (Author/CKJ)

**ED 154 316** CG 012 592

**Phencyclidine Use Among Youths in Drug Abuse Treatment.**

Philadelphia Psychiatric Center, Pa.

Spons Agency—National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Report No.—DHEW-ADM-78-635

Pub Date Jan 78

Grant—H81-DA01657

Note—25p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock number 017-024-00709-9)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Behavior Change, \*Clinics, \*Drug Abuse, \*Drug Addiction, Drug Education, Research Projects, Socially Deviant Behavior, Suicide, \*Youth Problems

Identifiers—\*Phencyclidine (PCP)

A study was conducted of phencyclidine use by a national sample of 2,750 youthful drug abuse clients representing 97 drug abuse treatment programs. Data from this 1976-1977 client survey indicated that phencyclidine use is widespread. More than 31% of the subjects reported current or past use of phencyclidine, with males and females having similar exposure rates. While the sample cannot be viewed as representative, the data do indicate that phencyclidine is in use in all regions of the country with the highest rates reported in the Great Lakes and Midwest regions. Further examination of the data suggests that phencyclidine subjects tend to be multiple substance users who, on the average, take twice as many different substances as other youthful drug users. It was also found that more than half the phencyclidine subjects reported themselves as using the drug one or more times weekly over the course of a three-month period. Phencyclidine users were more likely than nonusers to report themselves as having had difficulties involving toxic reactions, self-destructive acts, and prior treatment episodes. (Author)

**ED 154 317** CG 012 593

Bloom, Erwin S., Ed.

**An Approach for Casual Drug Users. Technical Paper.**

National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Report No.—DHEW-ADM-77-533

Pub Date 77

Note—37p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock number 017-024-00626-1)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Clinics, \*Court Role, Delivery Systems, \*Drug Education, Human Services, \*Marihuana, Program Descriptions, \*Referral, Socially Deviant Behavior

This publication was written to respond to the fact that many drug treatment centers receive inappropriate referrals of casual or recreational marihuana users from the courts for "treatment" as an alternative to jail. A drug abuse task force recommended that agencies give priority to abusers of the high-risk categories and to compulsive users of drugs of any kind. It also suggested the concept of an alternative educational model for casual users of low-risk drugs and recommended the adoption and implementation of such a structure throughout the country. In this way, more appropriate services will be provided to casual drug abusers. Educational services can be provided either as an additional program track at a treatment facility, or as a specialized educational service operated by community agencies not directly involved in treatment. This monograph examines four examples of alternative educational programs currently in operation. Descriptions of these four programs are presented. The programs described in this monograph provide one example of alternative programming which can be established to meet a community need and to provide human, inexpensive

sive, and individualized services to the casual drug user. (Author)

**ED 154 318** CG 012 594

Conroy, Gladys E. Brayer, Herbert O.  
Teen Involvement for Drug Abuse Prevention. Administrator's Guide.

Spons Agency—National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.  
Report No.—DHEW-ADM-78-624  
Pub Date 78

Contract—MDA-930-76-M-1533  
Note—39p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Administrator Guides, \*Drug Abuse, Drug Education, \*Prevention, Program Descriptions, \*Role Models, Secondary Education, \*Secondary School Students, \*Student Leadership, \*Teenagers

The Teen Involvement program is implemented primarily by youth, with guidance and direction from qualified, concerned adults. It aims at preventing substance abuse by utilizing positive youth-to-youth communications. Junior and senior high school students are trained to discuss causes of drug abuse and ways of preventing it with students in grades 4 through 12. The program's creators have sought to involve youth in an effort to improve decision-making capabilities, develop better-organized values and reduce and prevent substance abuse among young people. Selected students, called Teen Advisors, serve as role models for younger students. After carefully supervised training, they visit elementary school classrooms on a regularly scheduled basis. Similar programs can be started by interested administrators in their own settings. (Author/BP)

**ED 154 319** CG 012 595

Fowles, Donald G.

Some Prospects for the Future Elderly Population. Statistical Reports on Older Americans, Number 3.

Administration on Aging (DHEW), Washington, D.C. National Clearinghouse on Aging.  
Report No.—DHEW-OHDS-78-20288  
Pub Date Jan 78

Note—20p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Economic Factors, \*Futures (of Society), Gerontology, \*Housing Needs, National Demography, \*Older Adults, \*Population Trends, \*Retirement, State of the Art Reviews, Statistical Data, \*Widowed

This publication brings together a large number of facts and statistics about the country's growing population of older adults. Data indicate that regardless of their economic situation, the elderly population will not only be growing rapidly in the future but will be changing rapidly as well. The trend toward early retirement coupled with longer life expectancy will mean many more years of retirement. The increasing proportion of elderly who will fall in the over-75 and over-85 age groups will require additional resources to handle the physical and emotional problems which occur more frequently in these age groups. The growing proportion of women, many of whom will be widowed and living alone, will require additional resources to meet their social needs. The rising numbers of elderly who live alone will require housing alternatives to institutionalization in order that they may continue to live independent lives while learning to cope with physical infirmities. The nation's population as a whole, as it becomes progressively older in composition, must learn to deal with the changing needs of its members. (Author)

**ED 154 320** CG 012 596

Sex Fairness in Education Division Communications, Products and Dissemination Strategies. Women on Words and Images, Princeton, N. J.

Spons Agency—National Advisory Council on Women's Educational Programs, Washington, D.C.

Pub Date Nov 77

Note—44p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Bias, \*Communications, \*Federal Government, \*Females, \*Information Dissemination, Language Patterns, Research Projects, \*Sex Discrimination, \*Sex Fairness

Identifiers—\*Office of Education (Education Division)

These papers grew out of a desire to follow up recommendations made in 1972 by an internal

Office of Education Task Force. The Task Force report documented discrimination against women throughout the nation's education system and made 33 recommendations for change in U.S. Office of Education practices. A follow-up report in 1975 found that little had been done to implement these recommendations. Because of internal reorganizations within the Education Division, changes in legislation, and changes in personnel, it became clear that simply tracing the original recommendations would not give an accurate picture of either accomplishments or needs. Therefore, the concept of the review was expanded to include a general analysis of what efforts the Education Division has made to improve opportunities for girls and women (with special attention given, where possible, to minority women) and of what obstacles to equality of the sexes remain. The 1972 report is the baseline against which progress is measured. These reports aim to identify key problems, describe exemplary efforts to promote sex fairness, and recommend practical changes in Education Division policy and practice that would improve equity for women. Sections deal with the sex fairness of communications, products developed and products disseminated by the Education Division. (Author)

**ED 154 321** CG 012 597

Sharp, Laure M. Richardson, Ann

Establishing a Continuous Training/Employment Referral and Support System for Dropouts: Report on a Planning Effort.

Bureau of Social Science Research, Inc., Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.  
Pub Date Dec 77

Grant—DL-21-11-77-15  
Note—101p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Dropout Programs, Dropouts, \*Job Training, \*Occupational Guidance, \*Out of School Youth, Program Planning, \*Referral, Research Projects, Secondary Education, \*Vocational Counseling

Identifiers—\*Maryland (Baltimore)

This document summarizes a comprehensive planning effort for the Baltimore area aimed at developing a constructive new approach for dealing with a major manpower and community problem: the situation of young high school dropouts. The program is predicated on the hypotheses that: (1) dropouts do not routinely receive counseling and referral services once they leave school; (2) dropouts live in an environment where information and guidance about training and employment opportunities are extremely limited; and (3) systematic and continuous attention to dropouts' employment, education and training needs during late adolescence would enhance their employability and enable them to lead more productive adult lives. The report gives details on available public school and community resources for dropouts in Baltimore; presents findings from a survey of Baltimore dropouts; and outlines a continuing support and referral system, including a proposed evaluation strategy. After completing their preliminary work, the authors conclude by arguing strongly that a program such as the one proposed is worth testing. (Author)

**ED 154 322** CG 012 598

Hoffman, Susan L.

What Happens When a Mother Goes to Prison? An Overview of Relevant Legal and Psychological Considerations.

Pub Date 28 Jun 77

Note—1p.; Paper presented at the Annual Meeting of the American Psychology-Law Society (3rd, Snowmass, Colorado, June 26-28, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Attachment Behavior, \*Child Responsibility, \*Child Welfare, Corrective Institutions, Developmental Stages, Legal Problems, \*Mothers, \*Parent Child Relationship, \*Prisoners, Psychological Needs, State of the Art Reviews

This paper points out that a basic difference between the incarceration of men and that of women is that women are often the sole or primary caretakers of children at the time they are arrested. The disposition of the children varies greatly among states, and may involve anything from a court-ordered termination of the mother's parental rights to a temporary and casual placement of the child in the home of a relative. The paper reviews the literature on attachment

theory, then discusses the damage that may be done to a young child by abrupt separation from its primary caretaker. It is suggested that for children under the age of three years, unless the mother has been abusive or grossly negligent in her child care, the best interests of the child may require that prisons provide nursery facilities so that infants can remain with their mothers for the period of incarceration, or until the infants have outgrown the critical period for forming the attachment bond. The paper also contains a brief summary of the legal and psychological problems inherent in terminating parental rights upon incarceration and also in providing temporary care for these children in foster homes. (Author)

**ED 154 323** CG 012 599

Ganster, Daniel C. Lovell, John E.

An Evaluation of a Career Development Seminar Using Crites' Career Maturity Inventory.

Spons Agency—Purdue Research Foundation, Lafayette, Ind.

Pub Date Aug 77

Grant—7946-56-13105

Note—18p.; Paper presented at the Annual Meeting of the American Psychological Association (San Francisco, California, August 26-30, 1977); best copy available

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—College Students, \*Counseling Theories, \*Evaluation Methods, Higher Education, \*Personality Assessment, Program Descriptions, \*Program Design, Seminars, \*Vocational Development

Identifiers—\*Career Maturity Inventory (Crites)

Holland's (1973) theory served as a basis for designing a 15-hour career development seminar for 24 undergraduate students. A Solomon four-group design (Campbell and Stanley, 1963) was employed to evaluate the effectiveness of the seminar, with the Career Maturity Inventory (Crites, 1973) serving as the dependent measure. Seminar participants evidenced significant improvement over 22 control students on four of the six scales of the Career Maturity Inventory (CMI). It was evident that the use of a single theoretical approach to design career development seminars rather than an eclectic approach, had two major advantages. First, the use of Holland's theory provided the student an organized conceptual framework for viewing the world of work. Second, the use of the theory simplified the task of training career development group leaders by offering a unifying principle. The study demonstrated the effectiveness of the career development seminar in improving career maturity, and further attested to the validity of the CMI as a measurement and evaluation tool. (Author)

**ED 154 324** CG 012 600

Borden, Richard J.

Group Size: When It Matters and When It Doesn't.

Pub Date 77

Note—23p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, Illinois, May 5-7, 1977); Contains occasional small type

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Aggression, \*Audiences, \*Behavior Patterns, \*Expectation, Group Behavior, \*Individual Psychology, \*Social Behavior, Social Psychology, State of the Art Reviews

Identifiers—\*Group Size

The individual who is a focus of public attention is an active constructor of outcomes. He attempts to anticipate important characteristics of his observers and modifies his reactions in order to control likely consequences. The nature of the task is also of central importance. For socially relevant responses the individual's behavior is closely linked with these predicted consequences. In many situations, especially those that involve socially inhibiting or embarrassing qualities, the presence of one other person will cause the individual to adopt socially desirable responding, and the presence of more others has little or no additional effect. For drive-sensitive behaviors an individual's responses should reflect the drive-inducing characteristics of the situation. As the social facilitation literature shows, perhaps the most important factor is others' evaluative capabilities. In the audience situation this factor is of primary importance, and it is this factor to which the performer most likely attends. Audience size, by itself, provides only information about the possibility that an expert may be present. Thus, a performer's reactions are seen as primarily a func-



tion of the most expert or consequential observer. Existing theoretical models which attempt to describe these types of group size phenomena must be modified to incorporate such an inferential process. (Author)

**ED 154 325** CG 012 645

Bennett, Susan G.

**The Relationship Between Adolescents' Levels of Moral Development and Their Responses in Three Short Stories.**

Pub Date [76]

Note—13p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Adolescents, \*Critical Reading, High School Students, \*Literary Analysis, Males, \*Moral Development, Personality Development, Research Projects, \*Response Mode, Secondary Education, Values  
Identifiers—\*Determining Issues Test

This study investigated the relationship between a reader's level of moral development and his preferred mode of response to literature. It was prompted by a common concern of high school English teachers: the difficulty experienced by many adolescent readers in responding to the secondary literature curriculum through an interpretive mode. The study hypothesized that adolescent readers operating at the principled level of moral development as tested by James Rest's Determining Issues Test (DIT) would prefer the interpretive mode. Readers at levels below the principled would more frequently choose any of six other modes of response to the same three short stories. Subjects were 74 Caucasian, middle-class, adolescent boys from a suburban high school in the San Francisco Bay Area. They completed Rest's DIT and other tests. Test results and respondents' ages and reading abilities were analyzed statistically. The major hypothesis was borne out at the .05 level of significance. The principled thinkers as defined by the DIT significantly more often chose interpretive responses. (Author)

**ED 154 326** CG 012 646

**Conference Proceedings: Options for Families in the Face of Adversity.**

Oklahoma State Univ., Stillwater. Div. of Home Economics.

Pub Date 18 Mar 77

Note—88p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Conference Reports, \*Energy Conservation, \*Family (Sociological Unit), \*Family Problems, \*Legislation, Research Utilization, \*Social Factors, \*Statewide Planning, Unemployment

This document is the proceedings of a statewide conference on the family sponsored by the Family Study Center and the Office of University Extension, Oklahoma State University. Participants and resource persons from eight states and 39 communities came together to consider new options for families as they face the adversities of a world with a changing resource base. An interrelated set of topics was considered through a format of general sessions interwoven with smaller panel discussions. Starting with the insights of family economist Gordon Bivens, the conference explored the major unpaid contributions of goods and services that family members make to each other. Bivens focused on the meaning of change in the grants economy of the household in terms of costs to human development and the market economy. Other presentations dealt with the relationships between perceived quality of life and marital status, fertility patterns and employment; the effects of unemployment on family life; the process of formulating government policy affecting families; and the importance of family energy conservation. Concurrent panel sessions supplemented each major presentation. (Author)

**ED 154 327** CG 012 647

**A Sourcebook of Activities for Student Guidance, Grades 7-9.**

Parma City School District, Ohio.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Ohio State Dept. of Education, Columbus.

Pub Date [74]

Note—70p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Adjustment (to Environment), \*Counseling Services, \*Group Activities, Group Dynamics, \*Guidance Counseling, Inter-

personal Relationship, \*Junior High Schools, Leaders Guides, \*Personal Growth, \*Student Adjustment

This guide presents activities and materials developed by seven Ohio school districts. The purpose of the project is to share resources so that other school districts can benefit from developmental project efforts by adopting practical educational products and ideas into their systems. The guide is to be used by counselors in conducting group guidance activities for junior high school students. Group process guidelines are offered, and it is emphasized that one of the counselor's major tasks is to develop a climate of trust, acceptance, respect and cooperation within the group. A total of 63 activities comprise the program. Complete directions are given, as well as (when needed) materials for duplication. Activities were selected on the basis of effective field test results and potential for use by a large number of schools. (Author/BP)

**ED 154 328** CG 012 648

**New Futures School: A Comprehensive Program for School-Age Parents.**

Albuquerque Public Schools, N. Mex.

Pub Date [70]

Note—21p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Abortions, \*Child Rearing, Contraception, \*Counseling Goals, \*Parenthood Education, \*Pregnant Students, Program Descriptions, Secondary Education, \*Special Schools, \*Unwed Mothers

New Futures School is designed for any girl who is 13-19 years old; has a doctor's certificate of pregnancy; and has not yet graduated from high school. In the education area, traditional scheduling is used to minimize the effects of absenteeism. A special Infant Observation Center, a major program component serves as a babysitting facility, a training laboratory for all New Futures students, and an observation facility to help girls who are having problems caring for their babies. Health information services are offered both in groups and individually. A hot lunch and snacks are served as part of a total program of balanced nutrition. Counseling is available as often as desired. The school recognizes that crucial decisions must be made by girls while they are enrolled. These may include keeping the baby or releasing it for adoption; marrying or remaining single; continuing education or entering the job market. Continuous efforts are made to provide requisite learning and an atmosphere free from pressure in which such decisions can be made. (Author)

**ED 154 329** CG 012 649

Whittington, Marna C.

**Developing and Using a Vocational Training and Education Resource Manual.**

Associates for Research in Behavior, Inc., Philadelphia, Pa.

Spons Agency—National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Report No.—DHEW-ADM-77-516

Pub Date 77

Contract—ADM-271-76-4408

Note—29p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (Stock number 017-024-00639-4)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Community Resources, Drug Abuse, \*Drug Addiction, Guides, \*Job Training, Referral, \*Rehabilitation Programs, \*Resource Guides, Socially Deviant Behavior, \*Vocational Education

In addition to eliminating illicit drug use, rehabilitation programs must help clients find both a meaningful way to spend the time that was formerly spent hustling money for drugs and a legitimate way to earn the money that was formerly provided by hustling. One solution to both these problems is to help ex-addicts make the transition to full-time, unsubsidized employment that offers potential upward mobility in earning power. This guide focuses on helping ex-addicts acquire a viable skill. It does this by helping drug rehabilitation and program staff efficiently locate and utilize training and educational programs in the surrounding community. The end product is a Vocational Training and Education Resource Manual that is up to date for a given area. Chapters show staff how to develop an easy-to-use reference manual; locate training programs in the appropriate area; compare the merits of all avail-

able programs; and refer the clients to the specific programs most advantageous for them. (Author)

**ED 154 330** CG 012 650

Mathison, Marjorie A.

**Curricular Interventions and Programming Innovations for the Reduction of Mathematics Anxiety.**

Pub Date Aug 77

Note—9p.; Paper presented at the Annual Convention of the American Psychological Association (San Francisco, California, August 26-30, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Anxiety, College Students, Higher Education, Instructional Innovation, \*Intervention, \*Mathematics Curriculum, Program Descriptions, \*Program Planning, \*Psychoeducational Processes, Student Teacher Relationship

Identifiers—\*Mathematics Anxiety

Math anxiety, or mathophobia, is an irrational fear of mathematics which interferes with the manipulation of numbers. In mild forms it may be only an annoyance, but severe forms may result in total avoidance of numerical operations, with accompanying fears and stress. Three methods for dealing with math anxiety have been developed by various institutions across the country: remediation, content manipulation, and an integrated approach involving both math coursework and psychological intervention. Basic considerations in curricular interventions for math anxiety are: (1) population being served, including age and sex; (2) what institutional resources are available and how they can be structured; (3) faculty selection; and (4) sensitization of other math faculty within the institution. The third consideration is perhaps the most crucial, since faculty characteristics such as respect for students, clarity of explanation, and clear but flexible goals have been shown to have positive effects on student attitude. (Author/BP)

**ED 154 331** CG 012 651

**The Serious Juvenile Offender. Proceedings of a National Symposium, September 19 and 20, 1977, Minneapolis, Minnesota.**

Spons Agency—National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.

Pub Date 20 Sep 77

Contract—J-LEAA-008-77

Note—191p.

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—Anti Social Behavior, Conference Reports, \*Corrective Institutions, \*Crime, \*Justice, \*Juvenile Courts, \*Prevention, Social Problems, \*Violence, Youth

This publication contains presentations made at the National Symposium on the Serious Juvenile Offender. The meeting was convened to identify key policies and to assess present attitudes and information regarding youth who commit serious crimes—especially violent crimes. The National Juvenile Justice Act stimulated the development of criteria for imposing incarceration, while stressing certainty of punishment for serious offenders. Similarly, the diverse viewpoints expressed in this publication are provided to help policy makers and other concerned citizens develop more appropriate responses to a critical problem. Topics addressed include systems of control, alternative strategies for aftercare, treatment responses, legal responses, prediction, and perspectives of various states on the problem of the serious juvenile offender. (Author/BP)

## CS

**ED 154 332** CS 004 031

Singh, Sohan

**Learning to Read and Reading to Learn: An Approach to a System of Literacy Instruction.**

International Inst. for Adult Literacy Methods, Teheran (Iran).

Pub Date 76

Note—114p.; Part of the "Literature in Development: A Series of Training Monographs"

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Adult Basic Education, Arithmetic, \*Instructional Materials, \*Literacy Education, \*Program Descriptions, \*Reading Instruction, Reading Materials, Reading Skills, Spiral Curriculum, \*Teaching Techniques, Textbook Evaluation, Writing

A comprehensive system of literacy instruction is outlined in this monograph. The system involves two stages—learning to read and reading to learn (reading to get information from printed materials)—which are integrated through two overlapping teaching spirals organized around a chosen subject matter theme. The nine chapters of the monograph provide an introduction to the system and discuss the following topics: the integration of subject matter with literacy training; the development of subject matter content for literacy courses; the teaching of reading, writing, and arithmetic in the first spiral; the role of the workbook and the instructor's guide in literacy instruction; literacy training in the second spiral, in which reading to learn is stressed; and the problems of evaluating instructional materials for a literacy program. (GW)

**ED 154 333** CS 004 036

Reid, Neil

**Developing Study Skills in the Reading Process.**

Pub Date Aug 75

Note—29p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Content Reading, Elementary School Students, Elementary Secondary Education, Individual Development, Individual Study, Learning Activities, Reading Instruction, \*Reading Processes, Secondary School Students, \*Skill Development, \*Student Improvement, \*Study Habits, \*Study Skills, Teaching Techniques

Study skills are comprised of both reading and thinking skills, and they can be classified as receptive, reflective, or expressive abilities. The objective of teaching study skills is to enable young people to study efficiently and independently in a variety of learning activities. The approaches to teaching study skills that are discussed in this paper are functional-incidental (practical applications in class), content-oriented, textbook, curriculum, and skill-oriented. It is emphasized that teachers should not merely adopt a specific approach, but should adapt one or a series of approaches to the diverse needs of the students. With that point in mind, four essential features of any good study skills program are listed: (1) instruction geared to students' individual differences, needs, and abilities; (2) correlation of the study skills that are taught in the reading program with other instructional activities; (3) evaluation of pupil achievement and growth at regular intervals; and (4) encouragement of students toward increasing independence in the use of study skills. (RL)

**ED 154 334** CS 004 046

Burke, Richard C.

**The Use of Radio in Adult Literacy Education.**

International Inst. for Adult Literacy Methods, Tehran (Iran).

Pub Date 76

Note—113p.; Part of the "Literature in Development: A Series of Training Monographs"; See related documents CS004031 and ED138114

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

**Descriptors**—Adult Basic Education, \*Adult Literacy, Basic Skills, \*Developing Nations, \*Educational Radio, Foreign Countries, \*Literacy Education, Mass Instruction, \*Production Techniques, \*Programming (Broadcast), Rural Education, Teaching Techniques

Radio broadcasting is an effective vehicle for providing literacy and fundamental education for large numbers of people with a reasonable investment of time, money, and human energy. This monograph, addressed to literacy workers in the rural areas of the Third World, offers practical suggestions for establishing literacy programs based on radio production. Topics discussed include the following: reasons why radio is effective in reaching large numbers of learners; the audience—their basic needs, attitudes, and preferences; program planning and development; production and distribution; effective use of the radio, including prebroadcast activities and follow-up games and puzzles to expand basic skills; maintenance of literacy skills for new literates and inservice programs for field workers; evaluation and effective feedback; and sources of information on mass media in adult education. (MAI)

**ED 154 335** CS 004 047

Baucum, Kenneth L.

**The ABCs of Literacy: Lessons from Linguistics.** International Inst. for Adult Literacy Methods, Tehran (Iran).

Pub Date 78

Note—136p.; Part of the "Literature in Development: A Series of Training Monographs"; See related document CS004031; Parts are marginally legible due to type size

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

**Descriptors**—\*Adult Literacy, \*Communication (Thought Transfer), Instructional Materials, Language Patterns, \*Linguistics, \*Linguistic Theory, Phoneme Grapheme Correspondence, \*Second Language Learning, Structural Analysis, \*Teacher Education, Word Recognition, Writing Skills, Written Language

Designed primarily for the middle-level literacy worker, this monograph is intended for use as a training manual in preparing literacy teachers. The book is a general introduction to linguistics that discusses the following topics: defining the scope of linguistics, choosing the language for literacy, developing a written language, producing literacy materials for the literacy teacher, the instructional concerns of a literacy worker related to individual change, the relationship between literacy and communication, special problems of literacy such as alphabetic writing and learning to spell, and literacy and language learning. Each chapter reviews the general outline of the book, offers a brief introduction to the chapter topic, lists the chapter subtopics, and provides related discussion questions at the end of each subtopic. Linguistic terminology is set in boldface type for emphasis. Appendices include a list of suggested readings in linguistics, a glossary of linguistic terms, and a list of English words and technical terms intended for those who will translate this book. (MAI)

**ED 154 336** CS 004 053

Garvin, Alfred D. Manney, Agnes A.

**Reading Achievement of Non-Project First Graders in ESEA Title I Project Schools.**

Pub Date Mar 78

Note—5p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Academic Enrichment, Grade 1, Primary Grades, \*Reading Achievement, \*Reading Improvement, Reading Instruction, Reading Programs, Reading Readiness, \*Reading Research, \*Reading Skills

On the assumption that the absence of remedial students in the classroom permits enriched instruction to take place, this study examined the reading achievement gains of those first graders who remain in the classroom while their project-eligible classmates leave for reading instruction. Metropolitan Readiness Test stanine scores were used for pretest and the Metropolitan Achievement Test (Reading) stanine scores were used for posttest. Polling 23 schools, the nonproject children gained an average of over one stanine and the school-to-school average gains ranged from 3.28 to -0.48 stanines. Neither the amount of preschool training nor the range of prior ability among these nonproject children explained any of this variation in gains. School visits after the project disclosed that the greatest gains occurred when the project children left the classroom in a group, while the least gains occurred when they left intermittently throughout the day. Study results support the conclusion that the pattern of scheduling remedial instruction for the project children affects educational experiences of the nonproject children in the same classes. (Author/MAI)

**ED 154 337** CS 004 054

Brown, Francis J.

**A Computer Calculated Index.**

Pub Date Apr 78

Note—15p.; Paper presented at the Annual Meeting of the American Business Communication Association (Dayton, Ohio, April 7-8, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Business Communication, Class Activities, \*Composition (Literary), \*Computer Assisted Instruction, \*Computer Programs, Higher Education, \*Readability, \*Readability Formulas, Teaching Techniques, Technical Writing

Identifiers—\*Gunning Fog Index  
The Gunning Fog Index of readability indicates both the average length of words and the difficult words (three or more syllables) in written material. This document describes a business communication course at Wayne State University in which students calculate the Gunning Fog Index of two

of their writing assignments with the aid of the university's computer. This activity provides variety in the course and warns students when their writing is difficult to read. A step-by-step procedure for calculating the Gunning Fog Index by using four computer programs is described. The four programs are appended. (RL)

**ED 154 338** CS 004 055

Omanson, Richard C., And Others

**Goals, Themes, Inferences, and Memory: A Developmental Study.**

Pub Date Mar 78

Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Child Development, \*Cognitive Processes, \*Comprehension Development, Educational Research, Elementary Education, Learning Processes, \*Memory, Mnemonics, \*Recall (Psychological), \*Retention Identifiers—\*Inference

The relationship between retention of story propositions and inferences was studied in two experiments on groups of children who averaged five and eight years in age. In the first experiment, the motives and theme of protagonists were varied and found to affect the number and kind of inferences made by eight-year-olds. The increase in the number of inferences, however, did not affect recall. In the second study on five-year-olds, probed recall was found to be superior to free recall. In both studies, the probability of an inference increased with recall of related propositions, but when the children were matched for retention, the older children made more inferences. Both major results suggest that retention precedes and may be independent of comprehension. (Author)

**ED 154 339** CS 004 058

Harper, Robert J., II, Ed. Kilarr, Gary, Ed.

**Reading and the Law.**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; International Reading Association, Newark, Del.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 78

Contract—400-75-0029

Note—152p.

Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 854, \$3.50 member, \$5.00 non-member)

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

**Descriptors**—Academic Standards, \*Educational Accountability, \*Educational Legislation, \*Educational Policy, Elementary Secondary Education, Legislation, \*Reading Instruction, \*Reading Processes, \*State Legislation

The seven articles in this book examine the complex issues raised by new laws that affect reading instruction. The following topics are discussed: the origins of judicial activism in education; the decline in support for public education and in esteem for educators; reflected by the shift in responsibility for educational policy making; the concept of a provider/consumer relationship in the teaching of reading; major issues involved in establishing reading as a graduation requirement; the usefulness and validity of three classes of reading definitions in establishing accountability; the need for state legislation requiring school districts to acquire, consider, and where appropriate, implement research findings concerning promising instructional strategies; and the lack of a common understanding and agreement about the nature of reading. The book includes an extensive compendium of recent state education codes and laws affecting reading instruction, which provide examples of the ways state legislatures are addressing the question of reading and language arts requirements through legislation. (GW)

**ED 154 340** CS 004 059

Horn, Joan M.

**Readability Study in Reading and Math.**

Pub Date Apr 78

Note—72p.; M.A. Thesis, Kean College of New Jersey

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—Content Reading, Evaluation Criteria, Intermediate Grades, Mathematics Instruction, Readability, \*Readability Formulas,

Reading Instruction, Reading Level, \*Reading Materials, \*Reading Material Selection, Reading Research, Textbooks, Textbook Selection

Two readability formulas were applied to two math and two reading series textbooks at the fourth, fifth, and sixth grade levels to see whether the publishers' suggested reading levels were accurate. Five samples were taken from each text and compared to the publishers' suggested usage according to grade level. Results showed that although formulas agreed with the publishers' general readability averages, vast ranges of readability existed within specific units of texts. The study concludes that when considering a textbook for any course of study it would be wiser to look at specific unit readability levels rather than the general statistical average. (RL)

ED 154 341 CS 004 061

Moe, Alden J. Hopkins, Carol J.  
Parsing Word Strings from Text with a Computer: Implications for Reading Instruction.  
Pub Date May 78

Note—11p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978); For related document see CS 004 062

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Beginning Reading, \*Computers, \*Content Analysis, Elementary Education, \*Phrase Structure, \*Reading Instruction, Reading Skills, Sight Vocabulary, Syntax, \*Word Frequency, \*Word Recognition

Identifiers—\*Word Strings  
Compilation of a list of the most common phrases used in reading was begun with the rationale that the quick recognition of phrases would facilitate reading comprehension. These first efforts showed that categorizing phrases by parts of speech did not provide acceptable levels of accuracy. The system that was effective, however, used a computer program that recorded every consecutive two- and three-word sequence in the text sample and determined which of these word strings occurred most frequently. The computer program makes possible samplings of large amounts of text—50,000 words or more—thus eliminating the idiosyncrasies of text sampling. The researchers who developed this system believe that the common phrases it identifies should be taught in much the same manner as common words are now taught in beginning reading instruction. (RL)

ED 154 342 CS 004 062

Hopkins, Carol J. Moe, Alden J.  
The Computer-Assisted Identification of Common Word Strings from the Text of Children's Books.  
Pub Date May 78

Note—12p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978) For related document see CS004061

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Beginning Reading, \*Children's Books, \*Computers, \*Phrase Structure, Primary Education, Sight Vocabulary, Structural Analysis, \*Syntax, \*Word Frequency, \*Word Lists, Word Recognition

Identifiers—Trade Books, \*Word Strings  
The complete texts of 250 trade books for children in the primary grades were analyzed by computer in order to identify recurring two- and three-word strings. Of the 202,763-word sample that resulted, 89 two-word strings occurred 100 times or more, and only two three-word strings occurred more than 100 times. These frequencies represent, respectively, 10.5% and 0.15% of the total number of strings in the sample. The investigators propose that these results are directly applicable to classroom reading instruction, and suggest that beginning readers can be taught such word strings in much the same manner as common sight words are presently taught in initial reading instruction. (RL)

ED 154 343 CS 004 063

DeGuise, Richard A.  
Reading Connections.  
Pub Date Mar 78

Note—7p.; Paper presented at the Annual Meeting of the Conference on English Education (16th, Minneapolis, Minnesota, March 16-18, 1978)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Directed Reading Activity, \*Literature Appreciation, Rapid Reading,

Reading Ability, \*Reading Achievement, \*Reading Comprehension, Reading Improvement, Reading Interests, \*Reading Skills, Secondary Education, \*Silent Reading, \*Teaching Techniques

Success in the study of literature depends on the student's ability to establish connections between word and object, between words and phrases, and between memorable experiences in all fields of learning and the reading of literature, which is interdisciplinary by nature. In understanding a literary work, a reader must make affective memory associations for good comprehension and enjoyment. The literature teacher must find ways to help students establish their own hierarchies of knowledge, making the necessary connections and association for reading success. Four procedures comprise the method of training students in effective silent reading: phrasing and antiverbalization, speed training and recall, pacers and focus of attention, and recap and recall (patterns of meaning). (A series of developmental exercises is included.) (DF)

ED 154 344 CS 004 064

Gagne, Robert M.

Content as Related to Requirements of Instructional Design.  
Pub Date Mar 78

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 1978)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cognitive Processes, \*Content Analysis, \*Course Content, Evaluation Methods, Instructional Design, \*Learning Processes, Learning Theories, Verbal Communication

Identifiers—\*Mathematical Learning

Content analysis of connected instructional discourse depends on the fundamental distinction between the content to be learned ("intrinsic") and the content intended only to support the learning processes ("mathematical"). Depending on the expected outcome of learning and the learner's entering competencies, the nature and amount of intrinsic and mathematical content vary. These two extrinsic factors influence content, its mode of presentation, and its sequence. Therefore, it can be concluded that instructional functions served by content are determined in critical ways by factors external to the content itself, and that content analysis can be appropriately accomplished only when these two factors are first identified. (MAI)

ED 154 345 CS 004 065

Randall, Alice F.

Scientific Writing Beyond the Textbook.  
Pub Date Oct 77

Note—25p.; Paper presented at the Annual Meeting of the College Reading Association (21st, Cincinnati, Ohio, October 26-29, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Students, Higher Education, High School Students, \*Literature Appreciation, Reading Interests, \*Science Education, \*Science Instruction, \*Scientific Literacy, Secondary Education, \*Student Attitudes

In contrast to the rigid forms of scientific textbooks and research reports, the examples of scientific writing discussed in this paper demonstrate a regard for human values within science and provide a rationale for introducing students to a variety of scientific writing as part of their educational experience. The paper states that not all scientific thought or writing is technical or difficult to understand, and that in fact, the wide range of purposes, structures, and styles in scientific writing is something that high school and college students should learn to appreciate. The paper suggests that by reading beyond the science textbook, students will discover that scientists are not a race apart, unconcerned about the effects of their work on others, but that they wield their enormous power only at the will of society, and that conscientious scientists strive to communicate. (RL)

ED 154 346 CS 004 066

James, Bobby M.

Reading for Survival or How to Teach Your Students to Function in Society.  
Pub Date Mar 78

Note—9p.; Paper presented at the Western College Reading Association (11th, Long Beach, California, March 16-19, 1978)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, \*Adult Literacy, Adult Reading Programs, Civil Liberties, \*Consumer Education, Consumer Protection, Daily Living Skills, \*Functional Illiteracy, Postsecondary Education, Reading Comprehension, \*Reading Skills, Teaching Techniques

Government survey results reveal that large numbers of adults in the United States do not possess the minimal survival and life-coping skills necessary to function successfully in daily living. Since reading is the most basic of all life survival skills, a thematic reading that emphasized consumer survival was developed in the fall of 1977 at South Plains College, Levelland, Texas. The course stresses the following skills: reading for main ideas in articles that discuss basic rights under the law, how laws are made, and equal credit opportunities; reading to identify supporting details in insurance policies, loan disclosure documents, and employment contracts; skimming and scanning to pick up pertinent information in telephone books, dictionaries, and classified advertisements; reading written instructions on medicine labels, bank deposits, and job applications; and reading maps, graphs, and charts. The principle of evaluating written material for applicable knowledge, rather than pure factual recall, is stressed throughout all of the exercises. (MAI)

ED 154 347 CS 004 067

Taylor, Nancy And Others

Views on Reading and Language: A Comparison of the Opinions of University Reading Faculty, Classroom Teachers and Parents.  
Pub Date Mar 78

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Child Language, Comparative Analysis, \*Differences, Elementary Education, \*Language Attitudes, Language Development, \*Parent Attitudes, Reading Achievement, \*Reading Instruction, Surveys, \*Teacher Attitudes, \*Teacher Educators

Three groups (41 university reading faculty members, 34 classroom teachers, and 128 parents) provided data about their attitudes toward the relationship between language and reading, the reading process, and reading instruction. The results suggest that the three groups have different concepts of teaching and learning. For example, in the responses about reading instruction, the reading faculty expressed a unified view that focused on the importance of comprehension and on strategies for obtaining meaning from written material, with little emphasis on correcting individual word errors. Classroom teachers were divided on these issues, while parents strongly supported the position that correcting mistakes is important in reading and language instruction. Differences were not so marked in groups' attitudes toward the importance of language facility for school success, although the same trends were apparent. The implication developed from the study is that as children move from classroom to classroom or from school to home, they may experience a variety of linguistic demands or expectations about appropriate reading and language behavior. (RL)

ED 154 348 CS 004 068

Willows, Dale M.

Individual Differences in Distraction by Pictures in a Reading Situation.  
Pub Date Mar 78

Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 1978)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Children's Books, \*Decoding (Reading), Grade 3, Illustrations, \*Individual Differences, \*Pictorial Stimuli, Primary Education, \*Reading Ability, Reading Processes, \*Reading Research, \*Word Recognition

Recent research projects demonstrate that pictures in reading textbooks have a negative effect on the word-decoding ability of young readers. This particular study questioned whether the relative difficulty of the words being read determines the effect that pictures have on good, normal, and poor readers. After pretesting to determine reading level, third grade students were asked to read easy, moderate, and difficult one-syllable



nouns under each of three conditions: a control condition with no pictures, an identifying picture condition, and an unrelated picture situation. The results indicated that the reading performance of poor readers, as a group, was influenced by pictures under all conditions, while that of normal and good readers was considerably less affected by pictures. There were, in addition, marked individual differences in the degree of susceptibility to distraction among the poor readers. (MAI)

**ED 154 349** CS 004 070

*Siegel, Florence*  
**Adapted Miscue Analysis.**  
Pub Date May 77

Note—13p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Diagnostic Teaching, \*Effective Teaching, \*Elementary Education, \*Elementary School Students, \*Informal Reading Inventory, \*Miscue Analysis, \*Psycholinguistics, \*Reading Comprehension, \*Reading Diagnosis, \*Reading Instruction, \*Reading Processes, \*Teaching Techniques

Many effective classroom teachers profess reluctance to use miscue analysis, either because they experience interference by their previous use of informal reading inventory procedures or because they find the procedures for miscue analysis too involved for use in the classroom. Such teachers need a brief explanation of the psycholinguistic function of reading and a manageable classroom procedure. "Adapted Miscue Analysis" fulfills this need by combining the notational practices and some of the scoring elements of the informal reading inventory with an analytical emphasis on meaning, analysis of the reader's psycholinguistic strategies, and assessment of comprehension within the reader's own cognitive framework. In this way, adapted miscue analysis allows teachers to use as much of the procedures as they require or feel to be appropriate, combining informal observations with systematically collected data. (RL)

**ED 154 350** CS 004 071

*Purnell, Betty Hays, Susan*  
**Adapting ECRI to a Basal Text.**  
Pub Date Feb 78

Note—17p.; Paper presented at the Annual Meeting of the Texas Joint Council of Teachers of English (13th, San Antonio, Texas, February 2-4, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Basic Reading, \*Charts, \*Instructional Materials, \*Language Arts, \*Primary Education, \*Reading Instruction, \*Reading Programs, \*Skill Development, \*Teacher Developed Materials, \*Teaching Techniques, \*Vocabulary, \*Word Lists, \*Word Study Skills

As this report explains, the Exemplary Center for Reading Instruction (ECRI) has developed a reading program that teaches 16 skills involved in reading, spelling, listening, thinking, and writing. Daily records are kept of each child's progress. This report shows how the ECRI program can be adapted for use with a basal text. It provides detailed, step-by-step instructions for preparing mastery lists of basal and nonbasal vocabulary words, making word and review cards, planning lessons that use the word cards to teach specific skills, making instructional wall charts, and preparing skills and spelling practice worksheets. Illustrations accompany the descriptions of the materials. (GW)

**ED 154 351** CS 004 074

*Allen, Sheila Matheson, Joyce*  
**The Two Faces of Literacy.**  
Pub Date Oct 77

Note—10p.; Paper presented at the Annual Meeting of the International Reading Association Transmountain Regional Conference (3rd, Vancouver, British Columbia, Canada, October 20-22, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Change Strategies, \*Comparative Analysis, \*Comparative Education, \*Educational Assessment, \*Elementary Secondary Education, \*Foreign Countries, \*Language Development, \*Literacy, \*National Surveys, \*Reading Instruction, \*Reports, \*Teacher Education Identifiers—\*Bullock Report, \*England

The 1975 report "Toward a Literate Society," commissioned by the United States Commissioner of Education, displays the following weaknesses

among others: in making recommendations the editors ignore or contradict information contained in the individual papers; many issues relevant to literacy are omitted; and the report virtually ignores the majority of students in focusing on exceptional readers. Although there are some valuable papers, those on beginning reading and adult literacy provide no new information, and the book fails to meet the original goal of suggesting major strategies to implement changes on a national scale. In contrast "A Language for Life," or the Bullock Report, also published in 1975, is based on a systematic, detailed examination of the status of education in English schools. This report emphasizes language development activities for all age levels, and addresses most recommendations to individual teachers as the persons best able to effect change. Seventeen principal recommendations are made for improving literacy training in the nation's schools. The report has already had impact on reading teacher training programs in England. (GW)

**ED 154 352** CS 004 075

**Reading and Study Skills Instruction: College and Adult; Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," March through December 1977 (Vol. 37 No. 9 through Vol. 38 No. 6).**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date 78

Note—16p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Academically Handicapped, \*Adult Basic Education, \*Annotated Bibliographies, \*Basic Skills, \*Community Colleges, \*Doctoral Theses, \*English Instruction, \*Higher Education, \*Listening Comprehension, \*Models, \*Post Secondary Education, \*Reading Instruction, \*Reading Programs, \*Reading Research, \*Reading Skills, \*Remedial Instruction, \*Skill Centers, \*Study Skills, \*Teaching Techniques, \*Vocabulary Skills

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 22 titles deal with a variety of topics, including the following: a remedial reading program for Marine recruits; methods for improving reading flexibility and rate, spelling ability, vocabulary comprehension, and study skills in college students and adults; the impact of reading/study skills courses and independent work in learning centers on the academic success of nursing students and high-risk community college students; the significance of high school basic skills scores in predicting college performance; strengths and weaknesses of adult basic education programs; an overview of remedial English teaching in colleges and universities; the development of the Thirteen College Curriculum Program Reading Model for college freshmen; adult basic education learners' perceptions of teaching skills and behavior; the role of reading ability in the retention of community college students; and a case study of a community reading academy. (GW)

**ED 154 353** CS 004 076

*Stanfill, Silver*  
**Working with Content-Area Colleagues or What's a Teacher Like You Doing in a Course Like This?**

Pub Date Mar 78

Note—9p.; Paper presented at the Annual Meeting of the Western College Reading Association (11th, Long Beach, California, March 16-19, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Community Colleges, \*Composition Skills (Literary), \*Consultation Programs, \*Content Reading, \*English Instruction, \*Higher Education, \*Inservice Teacher Education, \*Interdisciplinary Approach, \*Junior Colleges, \*Reading Instruction, \*Teaching Techniques, \*Vocabulary Skills

A community college teacher, knowledgeable in composition and reading, worked with content area colleagues on reading and writing ideas for their courses. His "missionary work" included talking to colleagues, demonstrating teaching methods in their classrooms, and writing course materials for them. His main problems involved difficulties in getting referrals, not always being able to deliver services he had promised, doing too much for the teachers, and discontinuity in the mission due to "program-freeze politics." At a presentation of the mission to the faculty association a survey was administered that yielded

data indicating the value of the mission. The following instructional techniques are recommended to others considering similar missionary work: use an overhead projector to demonstrate how to read difficult prose, show students how to write a one-sentence summary of practically anything, and help students choose a "pet word" and learn as much as possible about it. (GW)

**ED 154 354** CS 004 077

**Adult Basic Education Handbook: A Resource for Administrators, Teachers and Counselors.**  
Northwest Regional Educational Lab., Portland, Oreg.

Pub Date 77

Note—280p.

Available from—Northwest Regional Educational Laboratory, 710 Southwest Second Avenue, Portland, Oregon 97204 (\$19.75)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Administrator Role, \*Adult Basic Education, \*Consumer Education, \*Educational Diagnosis, \*Educational Resources, \*English (Second Language), \*General Education, \*Guidance Services, \*Guides, \*Instructional Materials, \*Mathematics, \*Reading Instruction, \*Reading Skills, \*Student Evaluation, \*Student Needs, \*Teacher Role, \*Teaching Techniques Identifiers—\*General Educational Development Tests

Designed for adult basic education staff members, this book provides general information about adult basic education and about teaching in an adult basic education setting. The first section is introductory; in the second, material is provided dealing with the administrator's role. The third section offers suggestions to teachers regarding their role, the special needs of adult basic education students, and methods for student diagnosis and counseling. A section on curriculum provides general information, sample materials for instruction and evaluation, and lists of resources relating to reading, mathematics, English as a second language, and consumer education. Suggestions are also given for preparing students for General Educational Development (G.E.D.) tests in literature, English and communication, science, and social studies. The final section of the book provides information on resources and instructional materials useful to adult basic education teachers. (GW)

**ED 154 355** CS 004 078

*Heinze, Betty L.*  
**First Aid for the Man or Girl Who Does not Spell Much: Fernald Revisited.**

Pub Date Mar 78

Note—11p.; Paper presented at the Annual Meeting of the Western Reading Association (11th, Long Beach, California, March 16-19, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Cognitive Development, \*Kinesthetic Perception, \*Learning Disabilities, \*Learning Modalities, \*Learning Processes, \*Multisensory Learning, \*Spelling Instruction, \*Tactile Perception, \*Vocabulary

The tactile-kinesthetic approach to spelling provides a practical teaching device for use with both disabled learners and moderately poor spellers who need to learn a technical or professional vocabulary. This multisensory approach to learning teaches to the student's strengths and places emphasis on finger contact, muscle movement, saying and hearing the word, and sight in an effort to utilize and train as many areas of the brain as possible. A useful technique employed in this teaching method is tracing a word in large written letters three or more times while spelling and saying the word aloud. In this exercise, concentration on the pressure of the arm and finger is essential in order to transmit the correct message to the brain. (MAI)

**ED 154 356** CS 004 084

*Hubin, David R. Martin, Linda C.*  
**Subject Area Paraprofessionals: A Team Approach.**

Pub Date Mar 78

Note—11p.; Paper presented at the Western College Reading Association (11th, Long Beach, California, March 16-19, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Counseling Programs, \*Higher Education, \*Individual Instruction, \*Paraprofessional Personnel, \*Paraprofessional School Personnel, \*Teaching Assistants, \*Teaching Techniques, \*Team Teaching, \*Tutorial Programs, \*Tutors

The University of California at Irvine has formed subject area teams composed of paraprofessionals in order to provide a comprehensive approach to skills development programming and tutoring in subject areas. The goal of the program is to facilitate retention and academic success of students. Three teams that represent the broad discipline areas of social sciences, humanities/fine arts, and math/science are composed of student staff members who are given extensive training in the area in which they will work. A typical team is composed of two counseling assistants, one study skills advisor, and up to a dozen tutors. Counseling assistants, who are trained in counseling approaches, contact students who are either experiencing academic difficulty or are performing at a level below their aspirations. After the initial contact, the counseling assistants continue their contact with the students to facilitate effective followup. The study skills advisors work with students in small groups to improve reading skills, test preparations, test taking, notetaking, time management, and writing skills. The tutors provide direct course supplementation. This program has resulted in improved service to students and increased interaction of all staff members. (JF)

ED 154 357 CS 004 085

Weinstein, Carol S. Weinstein, Neil D.

The Effect of Noise in an Open Space School on Reading Comprehension.

Pub Date Mar 78

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 1978)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Academic Achievement,

\*Acoustics, Classroom Environment, Elementary Education, Grade 4, \*Learning Processes, \*Open Plan Schools, \*Reading Comprehension, Reading Rate, School Conditions

Identifiers—\*Noise

Parents and educators have expressed fears that high noise levels in open space schools may interfere with academic achievement. This investigation compared the reading comprehension of 60 fourth grade students in an open space school during periods both of quiet and of naturally occurring background noise. The reading tasks resembled normal classroom work and were administered by the teachers as part of the normal class routine. Noise levels during noise sessions averaged 13 decibels (A) higher than during quiet sessions; Despite this substantial difference, it was found that noise had no significant effect on accuracy or reading speed. (AUTHOR)

ED 154 358 CS 004 086

Hildyard, Angela

On the Bias of Oral and Written Language in the Drawing of Inferences from Text.

Pub Date Mar 78

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Bias, Cognitive Processes, Elementary Education, Grade 3, Grade 5, Language Arts, \*Listening Comprehension, Narration, \*Oral Reading, \*Reading Comprehension, Reading Research, \*Written Language

Identifiers—\*Inference, \*Oral Language

The propositions and inferences in a narrative story can be classified into two sets: the structurally explicit are those concerned with the central theme or structure of the story, and the incidentally explicit deal with information peripheral to this theme. This study compared readers and listeners from grades three and five in their comprehension of a narrative story. As predicted, the listeners paid more attention to meaning, recalling structural information on the theme of the story and making errors on incidental information. The readers, on the other hand, were more aware of content and recalled more of the incidental, nonrelevant details. In addition, readers were more accurate than listeners in their judgments and in their differentiation of implicit from explicit statements. (MAI)

ED 154 359 CS 004 087

Teacher Education in Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," March through December 1977 (Vol. 37 No. 9 through Vol. 38 No. 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date 78

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Annotated Bibliographies,

\*Communication Skills, Content Reading, \*Doctoral Theses, Early Childhood Education, Educational Research, Elementary Secondary Education, \*English Education, English Instruction, Higher Education, Inservice Teacher Education, Preservice Education, Program Evaluation, \*Reading Instruction, Spelling, Student Evaluation, Teacher Attitudes, Teacher Certification, \*Teacher Education

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 titles deal with the following topics related to teacher education in reading and communication skills: inservice education in secondary reading for English teachers; prospective English teachers' attitudes toward composition; the relationship of teacher licensing procedures to pupil reading achievement; the development of preservice teachers' verbal communication competencies; the assessment of student progress in preservice reading methods modules; an inservice program for secondary content-area teachers in teaching content reading; a stage centered method of teaching dramatic literature to prospective English teachers; inservice approaches for teaching elementary teachers about spelling research and practice; attitude change in college students while learning methods of teaching English; prospective teachers' knowledge of dictionary facts and skills; evaluation of a preservice English education program; variables that predict success for reading specialists; a course to aid teachers in listening effectively to students; and the preparation of preservice early childhood teachers for the teaching of reading. (GW)

ED 154 360 CS 004 089

Reading Enjoyment and Affective Development.

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 78

Contract—300-77-04990

Note—9p.; Not available in paper copy due to marginal legibility of the original document

Journal Cit—Reporting on Reading; v4 n3 Entire Issue Apr 1978

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Affective Objectives, Educational Resources, Elementary Education, \*Learning Activities, Literature Appreciation, Post Secondary Education, Reading, Reading Games, \*Reading Instruction, \*Reading Interests, Recreational Reading, Self Esteem, \*Student Attitudes, \*Student Motivation, Success Factors

Identifiers—Right to Read

The articles in this publication offer ideas for developing enjoyment of reading in children. Among the topics discussed are the following: the need for teachers and parents to build children's self-esteem through increasing their experiences of success, their expectations of success, and the value they place on reading; methods for increasing children's relish for reading by reading aloud to them, giving them time for silent reading, and determining their interests; considerations in using reading games and activities; the use of puppetry, sports literature, and book production to foster an interest in reading; the Reading Academy Program for adults and youths 16 years old and over who need reading assistance and instruction; and workshops that help teachers and parents understand how motivational, attitudinal, and emotional factors can influence reading performance. Descriptions are included of five resources to aid in promoting reading enjoyment. (GW)

ED 154 361 CS 004 090

Lange, Garrett

Further Evidence that Children's Study Deficiencies Deter Successful Recall: A Study of Reflective and Impulsive Children.

Pub Date Mar 78

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Age Differences, Behavior Patterns, Children, \*Cognitive Style, \*Conceptual Tempo, Elementary Education, Grade 1, Grade 4, \*Learning Processes, Learning Theories, \*Recall (Psychological), \*Sorting Procedures, \*Study Habits, Task Performance

A sorting-recall procedure was used to examine the relationship between study and recall organization in reflective and impulsive children at the first and fourth grade levels. Data regarding sorting latencies per trial and the number of trials required to achieve stable sorts were provided by two indirect measures of the deliberateness and ease with which children established stable organizations for stimuli while studying. Older and reflective children had longer sorting latencies, derived stable sorting categories in fewer trials, and had higher scores for recall and recall clustering than had younger, more impulsive children. However, within and between age groups, differences in recall organization did not appear when clustering scores were corrected for variations in children's sorting behavior while studying. It was concluded that the poor recall organization found among younger and impulsive children after a sorting task appears to be associated directly with inefficient study rather than with deficient retrieval monitoring behavior. The present results also contradict the assumption basic to much of the previous research on this topic, which maintains that a sort-to-stable-criterion procedure equates age groups on the degree of study organization. (Author/MAI)

ED 154 362 CS 004 093

Goodacre, Elizabeth J., Comp. Bentley, Diana, Comp.

British Register of Reading Research. No. 2. Reading Univ. (England). Centre for the Teaching of Reading.

Pub Date 77

Note—157p.; Not available in hard copy due to marginal reproducibility of original document; See related document ED150569

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Foreign Countries, Indexes (Locators), Language Research, \*Readability, \*Reading, \*Reading Ability, Reading Instruction, \*Reading Processes, \*Reading Research, Reading Skills, Spelling

Identifiers—\*Great Britain

Separate listings of both ongoing and completed reading research in Great Britain between 1974 and 1977—including relevant language studies and research on spelling—are arranged alphabetically by researcher, reporting the research title, the institution at which the research was conducted, the years started and completed, and the type of research (for example, doctoral). Abstracts of the 91 completed studies follow the listings, and provide information on the purpose, subjects, procedure, results, conclusions, and publication data of each study. (RL)

ED 154 363 CS 004 094

Duffy, Thomas M. Nugent, William A.

Reading Skill Levels in the Navy.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-TR-78-19

Pub Date Apr 78

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Military Personnel, Military Training, \*Needs Assessment, \*Reading Ability, \*Reading Level, \*Reading Research, \*Reading Skills, Reading Tests

Identifiers—\*Navy

In order to obtain information on the reading skill levels of Naval recruits for use in improving their reading skills, the United States Navy administered the Gates-MacGinitie reading test to all available recruits in its training programs between May 1974 and May 1975. The relationship of those test scores to other personnel data indicated that a significant proportion of the recruits had reading skills well below the reading levels of the manuals that they would encounter in training, that wide ranges of reading skill levels existed in every occupational rating, and that the Navy's classification process tends to concentrate poorer readers in the nondesignated ratings. As a result of this information, three recommendations were made: to assess the reading skills required in each of the many different kinds of reading tasks

found in the Navy, to determine the effects of the gap between reading skill and reading difficulty on both training and job performance, and to develop and implement a reading skill requirement for naval enlistment. (RL)

**ED 154 364** CS 004 096

*Erickson, Sheryl Eileen*  
Conference on Studies in Reading.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 78

Contract—NIE-P-77-0145

Note—31p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Beginning Reading, Conference Reports, Cultural Differences, Elementary Secondary Education, Higher Education, Models, \*Reading, \*Reading Comprehension, Reading Materials, Reading Processes, \*Reading Research, Reading Skills, \*Research Needs, \*Student Motivation

**Identifiers**—Reading Strategies

The National Institute of Education (NIE) Conference on Studies in Reading, held in 1974, featured ten panel discussions, each focusing on a designated topic related to reading. This publication reviews the reports of recommended research and development activities produced by the panels for the following topical areas: semantics, concepts, and culture; the way in which readers extract meaning from texts; attention and motivation; modeling the reading process; assessment of reading comprehension; application of existing reading comprehension research; reading comprehension and the high school graduate; learning and motivation in early reading; reading strategies for different cultural and linguistic groups; and essential skills and skill hierarchies in reading. (GW)

**ED 154 365** CS 004 097

*Cleary, Donna McKee*  
Thinking Thursdays: Language Arts in the Reading Lab. Reading Aids Series.

International Reading Association, Newark, Del.

Pub Date 78

Note—93p.

Available from—International Reading Association, 800 Barksdale Rd., Newark, Delaware 19711 (Order No. 223, \$2.50 member and \$3.00 non-member)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors**—\*Developmental Reading, Intellectual Development, Language Arts, \*Learning Activities, \*Logical Thinking, \*Program Development, Reading Comprehension, \*Reading Skills, \*Remedial Reading Programs, Secondary Education, Skill Development, Teaching Models, Vocabulary

This book provides secondary reading teachers with a practical guide for establishing a reading laboratory program. Written in conversational style, it contains diary-like comments and includes student responses to the activities described. The first section deals with the following topics: determining the physical aspects of a reading laboratory, pretesting students, establishing a teaching system, making assignments, and setting goals. The remaining three-fourths of the book provides activities for developing thinking and reading skills. Each activity, preceded by a list of the skills to be developed, involves the students in tasks that range from self-analysis quizzes and puzzle sheets to television viewing and poetry writing. (MA1)

**ED 154 366** CS 004 098

*Turner, Edward C. Fey, T. Frederick*  
Improving Reading Comprehension Skills.  
Research Bulletin, Vol. 12, No. 1.

Florida Educational Research and Development Council, Gainesville.

Pub Date 77

Note—47p.

Available from—FERDC, %Lee County School Board, 2055 Central Avenue, Ft. Myers, Florida 33901 (\$2.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Diagnostic Teaching, Educational Assessment, \*Educational Resources, Elementary Education, Individualized Instruction, \*Learning Activities, \*Reading Comprehension, Reading Diagnosis, \*Reading Instruction, \*Reading Research, Reading Skills, Reading Tests

**Identifiers**—Florida

Ideas and suggestions relating to the teaching of reading comprehension are presented in this publication. The first chapter discusses the comprehension process and current issues and trends in comprehension research. The second chapter presents data from a statewide assessment program in Florida, in order to indicate strengths and weaknesses in the reading comprehension skills of Florida third and fifth graders. In chapters three and four, suggestions are provided for diagnosing students' reading needs and for following through with prescriptive lessons and activities. The final chapter describes 30 learning activities to aid in the teaching of ten comprehension skills. The publication includes an eleven-item bibliography of publications that deal with reading instruction, a list of suggested reading tests, and an eight-item annotated bibliography of suggested resources to aid in teaching reading and language arts skills, individualizing instruction, and organizing learning centers. (GW)

**ED 154 367** CS 004 099

*Moyle, Donald, Ed.*  
"Books In School"; Vol. 1, No. 2, November 1977.

Edge Hill Coll. of Education, Ormskirk (England); United Kingdom Reading Association.

Pub Date Nov 77

Note—101p.

Available from—Hon. General Secretary, S.V. Heatlie, 63 Laurel Grove, Sunderland, Tyne & Wear, England SR2 9EE (Write for price)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Adolescent Literature, \*Adult Literacy, \*Annotated Bibliographies, Childrens Books, \*Childrens Literature, \*Readability, Reading Instruction, \*Reading Materials, Reading Material Selection, Recreational Reading

The 298 books annotated in this issue are arranged under six headings: nursery schools, infant schools, junior schools, secondary schools, adult literacy work, and apparatus, games, and kits. The books for school-age children are further subdivided into reading and language development, fiction, and nonfiction. Each entry contains a subjective readability rating from a panel of teachers, a readability rating based on the Fry Readability Graph, an estimate of the interest age range, and if the book is a nonfiction text, the Dewey and Bliss classification numbers. Books that apply to more than one age classification are cross-referenced, and two indexes (subject and author/title) are included. (RL)

**ED 154 368** CS 004 103

*Barth, GailAnne*  
The Value of Reading-Related Competencies for Low and High Readers in Adult Basic Education.

Pub Date May 78

Note—103p.; M.Ed. Thesis, Rutgers, The State University of New Jersey

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

**Descriptors**—\*Adult Basic Education, Adult Literacy, Adult Students, Basic Skills, \*Demography, \*Goal Orientation, Language Skills, Linguistic Competence, \*Motivation, Personal Values, Reading Level, \*Reading Research, \*Reading Skills

The purpose of this study was to compare low readers and high readers in adult basic education (ABE) programs in New Jersey in terms of demographic characteristics, motives for enrolling in ABE, and desire to learn certain functional competencies. Fifty-two low readers and 52 high readers responded to items on the Interview Schedule of the Adult Functional Competency Project and the data were analyzed by the Chi Square Test and "t" test. Results indicated that low readers and high readers were statistically different in race/ethnicity, previous education, and job status, but were similar in sex and income. There were significantly more blacks than whites or others in the low reading group and slightly more high readers than low readers were found among Hispanics and students of other racial backgrounds. Low readers expressed interest in basic skills, job/better life, and coping skills, while high readers were concerned with job/better life, the General Education Degree (GED), and further education. (Six pages of references and the competency interview used in the research are included.) (MA1)

**ED 154 369** CS 004 104

*Britton, Bruce K. And Others*  
Reading and Cognitive Capacity Usage: Effects of Text Difficulty.

Pub Date Mar 78

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, March 27-31, 1978)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Attention, Cognitive Ability, \*Cognitive Processes, College Students, Higher Education, \*Memory, Models, Performance Factors, \*Readability, \*Reading Comprehension, Reading Difficulty, \*Reading Processes, Reading Rate, Reading Research, Retention

Three experiments, in which subjects read passages of variable readability, measured "cognitive capacity usage" (the attention level to reading material) by recording by subjects reaction times in a secondary task (responding to a "click"). The data indicated that the easy texts filled cognitive capacity more completely than the difficult texts, while the difficult texts used more "total" cognitive capacity (measured by multiplying the reading time for the entire passage by the reaction time to the click) than the easy texts. Arousal patterns, grammatical theory, and various artifacts do not explain these results as adequately as does a cognitive processing model. In that interpretation, the short term memory ("processor") spaces are always full when easy passages are read. Frequent breakdowns occur, however, in the comprehension processes for difficult passages; the short term memory spaces empty temporarily, and these periodic "breakdowns" leave extra capacity available for response to the secondary task. The multiple linear regression model that was based on the experimental data has a coefficient of determination of .75 for predicting cognitive capacity usage with five text characteristics, including comprehensibility, learnability, and the text's "semantic activeness" (word recognition/recall of content words). (RL)

**ED 154 370** CS 004 106

*Lamberg, Walter J. And Others*  
Training in Identifying Oral Reading Departures from Text Which Can Be Explained As Spanish-English Phonological Differences.

Pub Date Jan 78

Note—25p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (1st, Austin, Texas, January 26-28, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Bilingual Students, \*Cross Cultural Training, \*Cultural Differences, Elementary School Students, Higher Education, Informal Assessment, \*Informal Reading Inventory, Phonology, Reading Comprehension, \*Reading Diagnosis, \*Spanish Speaking, \*Teacher Education

Two studies were undertaken to investigate the effect of a tutoring practicum module. This module was designed to improve the performance of education undergraduates using the informal inventory (IRI) in making auditory discriminations during oral reading between departures from text that either could or could not be explained as phonological between Spanish and English. In the first study, 31 IRI-trained undergraduates in elementary reading instruction were divided into experimental and control groups with module-trained students in each. In the second study, 35 IRI-inexperienced undergraduate students in an introductory class in elementary reading methods were divided into experimental and control groups. A pretest-treatment-posttest design was used with control groups, and intergroup-intragroup mean scores of pretests and posttests were compared by t-test. Subjects with IRI and module training had a significant increase in correct responses and a nonsignificant decrease in incorrect responses; subjects without IRI training but with module experience had similar results. The control groups (one with and one without IRI training) had nonsignificant increases in both types of response. Results indicate the need for module training along with IRI preparation and show the limited value of practice without instruction. (Data tables, sample exercises, and references are included.) (DF)

**ED 154 371** CS 004 107

*Freebery, John W.*  
Reading Achievement Down, Discipline Problems Up: Reversing This Middle School Trend.



Pub Date 25 Jan 78

Note—123p.; Individual Practicum for Ed.D., Nova University; Best copy available

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

**Descriptors—**Change Strategies, \*Discipline, \*Discipline Policy, Individualized Reading, Junior High School Students, \*Mastery Learning, Middle Schools, Reading Achievement, Reading Difficulty, Reading Failure, \*Reading Improvement, Reading Instruction, \*Reading Programs

Discipline records and reading test scores revealed that students in the Redding Middle School (Middletown, Delaware) were achieving low reading scores while the number of discipline referrals remained high. This report of a practicum project shows how the school's teachers and administrators succeeded in changing the direction of this trend, increasing reading achievement while reducing discipline referrals. School staff developed a master checklist of objectives, activities, and strategies to implement major changes in school organization, staff training, reading programs, and discipline programs. They applied Bloom's theory of mastery learning to improve student competency in reading through sequential instruction, assessment, and achievement feedback. Glasser's theory of reality therapy provided students and teachers with practical problem-solving strategies for dealing with potential discipline problems before administrative intervention. Summative evaluation data show a 20% reduction in referrals and a substantial increase in reading achievement scores (compared to students' reading scores in the four years preceding the project). Ten appendices provide information about the materials used in the project and the data collected. (Author/RL)

**ED 154 372**

CS 004 108

Wood, Nancy V.

**Selecting Effective Peer Tutors.**

Pub Date Mar 78

Note—9p.; Paper presented at the Annual Meeting of Western College Reading Association (11th, Long Beach, California, March 16-19, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Cloze Procedure, \*Employment Qualifications, Evaluation Criteria, \*Evaluation Methods, Higher Education, Interviews, Peer Teaching, \*Personnel Selection, Reading Ability, Selection, \*Student Employment, \*Tutorial Programs, \*Tutors, Video Tape Recordings

A procedure for selecting peer tutors has been developed at the University of Texas at El Paso. Applicants who meet the required qualifications which include being of sophomore standing or above and maintaining at least a "B" average—are interviewed by staff members who examine applicants' grade transcripts and note a variety of factors related to their backgrounds and abilities. Faculty members who have taught the applicants are then asked their opinions of them. Next, the applicants are asked to consider a typical student tutoring problem and are videotaped in five-minute mock tutoring sessions in which they demonstrate their handling of the problem. Staff members view the tapes and determine the applicants' effectiveness in a number of areas, including knowledge of subject matter, clarity of expression, and teaching techniques; they then meet to compare their evaluations and to arrive at tentative hiring decisions. Finally, the prospective tutors take Cloze procedure tests devised from textbooks in current use as a check on their reading ability. This tutor selection process results in the selection of highly motivated and capable tutors. (GW)

**ED 154 373**

CS 004 109

Allington, Richard L. *Strange, Michael*

**Prediction Processes in Good and Poor Readers.**

Pub Date Dec 77

Note—13p.; Paper presented at the Annual Meeting of the National Reading Conference (27th, New Orleans, Louisiana, December 1-3, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Context Clues, Decoding (Reading), Elementary Education, Grade 2, Grade 4, Graphemes, Performance Factors, \*Predictor Variables, \*Reading, \*Reading Ability, \*Reading Processes, Reading Skills, Research, Semantics, Syntax, Word Recognition, Word Study Skills

The purpose of this study was to determine whether good and poor readers of the same age levels differed in their performance on a task

which required the integration of semantic-syntactic and grapho-phonetic information. Fifteen fourth grade good readers, 15 fourth grade poor readers, and 15 second grade good readers read six sentences that had one word missing and tried to respond with designated high and low frequency "target" words. Pairs of the sentences had high, moderate, or poor context clues to the missing words. As the subjects tried to elicit the target words, they were given graphic clues (first and succeeding letters in the target word) until they gave the correct response. The proportion of the total word that was necessary to achieve recognition was the basic unit of analysis; these response data indicate no appreciable differences between older poor readers and the younger good readers. Contextual richness and word frequency affected performances in all groups, but to different degrees. Many skilled readers used graphic information in conjunction with contextual constraints (semantics and syntax) more effectively than the less skilled readers. (RL)

**ED 154 374**

CS 004 111

Ferrell, George

**Development and Use of a Test of Test-Wisness.**

Pub Date 77

Note—21p.; Paper presented at the Annual Meeting of the Western College Reading Association (10th, Denver, Colorado, March 31-April 2, 1977); Some parts may be marginally legible due to print quality

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Critical Reading, \*Cues, \*Deductive Methods, Higher Education, Logic, Reading Skills, Response Mode, \*Response Style (Tests), Secondary Education, Skill Development, \*Test Construction, Test Items, Tests, \*Test Wisness

One way to minimize the test taking advantage that test-wise students have is to offer all students the opportunity to become test-wise through formal instruction in test taking. This paper describes the development and use of "Form Z," a test that can be used as a teaching aid or as a research instrument for test wiseness. The test was designed to use language understood by high school and college students, to be completed in one class period, to have a reliability coefficient of .80, to measure several aspects of test-wisness, and to be self administering. The 46 items in Form Z demonstrate the applications of ten test-wise strategies, five that deal with deductive reasoning and five that deal with subsuming cues within the questions or test items. Descriptions and illustrations of each strategy are provided, as well as suggested applications of the test. A copy of Form Z is attached. (RL)

**ED 154 375**

CS 004 112

Pflaum-Connor, Susanna, Ed.

**Aspects of Reading Education.**

Pub Date 9 May 78

Note—217p.

Available from—McCutchen Publishing Corporation, 2526 Grove St., Berkeley, California 94704 (\$12.00 cloth)

**Document Not Available from EDRS.**

**Descriptors—**Affective Behavior, \*Beginning Reading, Bilingualism, Educational Assessment, Elementary Secondary Education, Learning Disabilities, Minority Group Children, Non English Speaking, Nucleation (Language Learning), \*Psycholinguistics, \*Reading Comprehension, \*Reading Instruction, \*Reading Processes, \*Reading Skills, Remedial Reading

The 11 authors contributing to this volume present a multidisciplinary approach to current issues involved in the study and teaching of reading. The topics discussed include the following: psycholinguistics and the study and teaching of reading; controversial issues in beginning reading instruction meaning versus subskill emphasis; models of reading and their implications for instruction in comprehension; two approaches to reading assessment; reading and the affective domain; current issues in secondary school reading instruction; language and reading acquisition for the English-speaking minority student; non-English-speaking children and literacy; and learning disabilities and remedial reading. (MAI)

**ED 154 376**

CS 004 117

Mayer, Richard E.

**Can Advance Organizers Counter the Effects of**

**Text Organization?**

Pub Date Mar 78

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Advance Organizers, College Students, Content Reading, Higher Education, \*Reading Comprehension, \*Reading Improvement, \*Reading Research, \*Recall (Psychological), Retention, \*Study Skills

Subjects in the first part of this two-part study (56 undergraduates) read a 24-frame text on computer programming that was presented either in logical or in random order. The results of this experiment showed that the subjects given an advance organizer in the random order presentation performed better on a posttest than did control subjects (no advance organizer); in the logical order presentation, however, the subjects given an advance organizer performed no better on the posttest than did control subjects. In the second part of the study, 96 undergraduates read a four paragraph text about imaginary countries that was presented in name or attribute organization. Low ability subjects given an organizer prior to reading performed better on questions that required integrating across different paragraphs of the presented text, while subjects given the organizer after reading performed relatively better on questions concerning information they had read within the same paragraph. Apparently, advance organizers provide an assimilative context for organizing any incoming information that is awkward or unfamiliar in its presentation order, but they have no positive effect when information is presented in a logical manner and the test questions reflect the organization of the presentation. (RL)

**ED 154 377**

CS 004 118

Schubert, Delwyn G.

**Meeting Individual Reading Needs Through Individualized, Self-Directed Correction.**

Pub Date Nov 77

Note—8p.; Paper presented at the Annual Meeting of the California Reading Association of the International Reading Association (11th, Anaheim, California, November 25, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Audiovisual Instruction, \*Autoinstructional Aids, Elementary Education, Independent Study, \*Individual Instruction, Reading Diagnosis, \*Reading Instruction, \*Reading Materials, \*Reading Skills, Tape Recordings, \*Teacher Developed Materials

Individualized, self-directed correction in elementary level reading instruction becomes a reality when pupils can work independently with materials that provide instruction and practice in the skills in which they are deficient and can check the accuracy of their own answers. Commercially prepared teacher-directed materials can be converted to pupil-directed materials through the provision of simple directions and answer keys; answers may be provided in a variety of ways that ensure that they cannot be seen prematurely. The likelihood of cheating can be minimized if the teacher emphasizes learning rather than grading. Among materials that can be used in an individualized, self-directed program are the following: electronic card readers through which pupils observe a visual presentation, listen to a teacher-recorded audio portion, and record their responses; tape recorders, which can be used in the teaching of sight words; teacher-made reading kits that provide a supply of practice material; and reading games. Reliable diagnostic procedures must be used in planning such a program. (GW)

**ED 154 378**

CS 004 119

Taschow, Horst G.

**Socrates in Adult Basic Education Or The Art of Questioning.**

Pub Date Mar 78

Note—11p.; Paper presented at the Western College Reading Association (11th, Long Beach, California, March 16-19, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Adult Basic Education, Adult Students, \*Divergent Thinking, Educational Needs, Factual Reading, \*Questioning Techniques, Reading Comprehension, \*Reading Research, \*Reading Skills, Semantics, Student Ability, Teaching Methods

In a study of the way adult basic education (ABE) students answer different kinds of questions about what they read, 221 students

were asked to read ten passages during a ten-week period and to answer ten questions about each passage immediately after reading it. Each set of questions included three dealing with facts, three dealing with word meanings in context, and three requiring students to make inferences. Analysis of the results indicated that the strength of the students lay in answering questions about facts, indicating a need for ABE instructors to use questioning techniques that promote divergent thinking. Instructors should develop questions that require students to perform a number of operations, including interpreting, evaluating, solving problems, applying information, and showing creativity. The ability to answer such questions requires the possession of certain abilities on the part of students. (GW)

ED 154 379

CS 204 086

Donlan, Dan

**Monsters Are Dumb: Comparative Response Patterns of First, Second, Third, and Fourth Grade Children to "Where the Wild Things Are."**

Pub Date 77

Note—30p.; Study prepared at the University of California, Riverside; For related documents see ED202564 and ED140332

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Age Differences, \*Childhood Attitudes, \*Children, \*Childrens Books, \*Childrens Literature, Elementary Education, Elementary School Students, Literature Appreciation, \*Response Mode, Sex Differences

Identifiers—\*Literary Response

Two exploratory studies were conducted to determine differences in the literary response patterns of children in kindergarten through fourth grade, as determined by their drawings. A study was then conducted to determine whether or not children of different ages talk differently about literature. A total of 30 children in grades one through four met individually with an investigator and discussed Maurice Sendak's "Where the Wild Things Are" for five-minute periods after hearing the book read aloud. The children's responses were assessed in terms of the following variables: number of interactions, fluency of response, number of volunteered responses, initial reactions to the book, clarification of the initial reactions, categories of responses, and the effect of gender on responses. Analysis of the findings indicated that a great variety of response patterns existed among the children and that only a few tentative response patterns relating to grade level and sex could be discerned. (Tables indicating the children's response patterns are included.) (GW)

ED 154 380

CS 204 089

Reuss, Carol

**Quote Analysis and Article Improvement: A Teaching Technique.**

Pub Date Aug 77

Note—13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (60th, Madison, Wisconsin, August 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Students, \*Composition (Literary), \*Composition Skills (Literary), \*Content Analysis, \*Expository Writing, Higher Education, \*Journalism Education, \*Periodicals, Teaching Techniques

Identifiers—\*Quotations

One difference between articles published in general interest magazines and those that journalism students write for class assignments is the number of quotations used; too often students tell about some situation or person instead of letting their sources relate the information and opinions. In support of this observation are the results of an analysis of lead articles in 19 magazines. The average proportion of quotations in all the articles analyzed was 23%, with articles in magazines that have circulations above one million tending to have more quotes, a variety of sources, and simple, present-tense attributions (for example, "says" or "said" instead of "contended"). Teachers in magazine journalism classes can use the analytic technique by assigning students to mark and analyze one or more articles and then combining the individual analyses with discussion in class. In this way, teachers can actively involve students in seeing how articles are structured, understanding good quote use, and emulating the best techniques of established writers. (RL)

ED 154 381

CS 204 097

Mundt, Whitney R.

**Student Freedom of Expression: A Limited First Amendment Right. Research Bulletin, Vol. 1, No. 3.**

Louisiana State Univ., Baton Rouge.

Pub Date Sep 77

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Discipline Policy, Due Process, Elementary Secondary Education, Federal Court Litigation, \*Freedom of Speech, Higher Education, School Law, School Policy, \*Student Opinion, Student Reaction, \*Student Rights, \*Student School Relationship

The Supreme Court has ruled in several cases that schools must formulate rules and regulations that do not infringe on a student's right to free and unrestricted expression as guaranteed to them under the First Amendment. In two separate cases, the Court decided that students may wear buttons or armbands that express a particular position on an issue, and in a third case, that students may refuse to say the Pledge of Allegiance for religious reasons. Other court decisions, however, place the following limitations on students' freedom of expression: the state action rather than the private action must be the subject of the complaint; substantial disorder is not permitted in exercising First Amendment rights; school officials can restrict expression if the activity involved is an instructional exercise; and the age of a student is a factor in determining what constitutes appropriate expression. Other cases, presently pending in the courts, will further clarify the definition of student rights. (MAI)

ED 154 382

CS 204 098

Cowan, Elizabeth

Tradition.

Pub Date Feb 78

Note—10p.; Paper presented at the Annual Meeting of the Southeastern Conference on English in the Two-Year College (13th, Nashville, Tennessee, February 16-18, 1978)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Freshmen, \*Composition (Literary), Composition Skills (Literary), \*Conventional Instruction, \*English Instruction, \*Higher Education, \*Teaching Techniques

Abstract words such as "tradition" are like ancient coins whose concrete images have worn away. Traditions can be of two forms—either alive, amendable, and expandable (such as those in a family's annual Christmas celebration), or dead, empty formalities. An example of an empty tradition is the strict rule in freshman composition classes that papers must have thesis statements; although this rule is not wrong, it is necessary to teach students the techniques of invention in order for the tradition to come back to life. Students who find something to say through one of the methods of formal invention theory will then understand about thesis sentences and will be able to write appropriate ones for their essays. There is nothing inherently wrong with traditions, then: the crucial issue is the liveliness of the spirit behind them. (CC)

ED 154 383

CS 204 100

Wolfe, Denny T., Jr., Ed And Others

**Action Learning: English/Language Arts K-12.**

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Languages.

Pub Date 77

Note—150p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Elementary Secondary Education, \*English Instruction, \*Experiential Learning, \*Language Arts, \*Learning Activities, \*Teaching Techniques

Written by teachers for teachers of English and the language arts in kindergarten through grade 12, this book presents 50 projects and activities that involve students actively in the processes of their learning experiences. Each project includes a statement of objectives, a brief description of the project, lists of suggested procedures for the teachers and the students, and recommendations for evaluation. The 50 projects are grouped into four sections: producing books, magazines, and newspapers; using media; curriculum drama educational drama; and new directions, which focuses on activities such as debate, collage production, cooking, and map-making. A bibliography is included after each section. (CC)

ED 154 384

CS 204 101

Frazier, Virginia F.

**The Honors Program in English at Central High School, St. Joseph, Missouri.**

Pub Date Apr 77

Note—7p.; Paper presented at the Annual Meeting of the Missouri Association of Teachers of English (Columbia, Missouri, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Academically Gifted, \*English Instruction, Honors Classes, Honors Curriculum, \*Program Descriptions, Secondary Education

High school honors programs can help meet the needs of students who have an extra measure of intellectual ability and the desire to learn in depth, become independent, and pursue special interests. This paper points out how little is done nationwide to help gifted students and urges schools to institute honors programs. It then describes an English honors program at a Missouri high school, explains the philosophy on which the program is based, and discusses the identification of potential students for honors programs, the scheduling of students into honors classes, a recommended philosophy for teachers of English honors classes, and qualities of the superior student. (GW)

ED 154 385

CS 204 102

Millar, Bruce Nysstrand, Martin

**The Language Trap.**

Pub Date [77]

Note—16p.; Reproduced from best copy available

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cloze Procedure, Communication (Thought Transfer), \*Communication Problems, \*Communication Skills, \*Composition Skills (Literary), Educational Trends, Elementary Secondary Education, \*English Instruction, \*Evaluation Criteria, Interaction, Language Arts, Verbal Communication

The swinging of the educational pendulum in English—from a disillusionment with teaching grammar in the 1960s to the romance with "the basics" in the 1970s reveals the failure of English teachers to come to grips with language and learning. This failure is due largely to a prevailing orientation toward the study of language as an object, rather than as a communicative process. An investigation of students' writing competence was conducted through assessing adult readers' ability to respond to clozed samples of the students' writing. The investigation began with an examination of the pieces of writing as objects and the development of an elaborate taxonomy of textual errors; this approach proved inadequate and indefensible, however, and the investigators shifted to an analysis of the text as part of a communicative, interactional process with the reader. Basic distortions of the textual space between writer and reader were distinguished, and good written communication was defined and assessed as writing that relevant readers can understand. (A clozed student writing sample, adult responses to it, a portion of the "Taxonomy of Written Communicative Mismatches," and the "Typology of Textual Space Distortions" are included.) (GW)

ED 154 386

CS 204 103

Wright, Doris R. And Others

**Your Child Grows through Discovery. A Handbook for Parents.**

Minidoka County Joint School District 331, Rupert, Idaho.

Spons Agency—Idaho State Dept. of Education, Boise.

Pub Date [76]

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Learning Activities, \*Parent Child Relationship, Parent Influence, \*Parent Participation, \*Parent Role, Reading Materials, \*Reading Readiness

Identifiers—Reading to Others, Right to Read

Prepared by the State of Idaho's Right to Read program, this handbook lists suggestions to help parents discover their child's uniqueness and be her or his first teacher. The suggestions involve the provision of experiences in the community and at home, such as helping children master motor tasks through running, tossing, and clapping; listening to the child's talking; helping children learn and discover in such locales as



farms, parks, and grocery stores; talking about colors and size differences; providing practice in decision-making; providing art activities; and reading books aloud together. Lists of recommended books for children and for parents are included. (CC)

**ED 154 387** CS 204 105  
Wolfe, Denny T., Jr., Ed. *And Others*  
**Writing in the Wild Young Spring: Teaching Composition, 4-12.**

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Languages.

Pub Date 78

Note—300p.

**EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.**

**Descriptors**—Composition (Literary), Composition Skills (Literary), \*Creative Writing, Elementary Secondary Education, \*English Instruction, Evaluation, \*Expository Writing, Higher Education, Learning Activities, Sequential Approach, Student Motivation, \*Teaching Techniques

Composed by English teachers at the elementary, secondary, and college levels, this book describes practical methods for teaching writing. Part one contains essays on issues related to teaching writing, such as motivation, evaluation, and teaching sequence. Part two describes more than 100 practical lessons for classroom use, each of which includes a statement about rationale and objectives for the lesson lists of suggested procedures for students and for the teacher, and recommendations for evaluation. The classroom lessons are categorized into three groups: those appropriate for grades four through six, seven through nine, and ten through twelve. (CC)

**ED 154 388** CS 204 113  
Bousquet, Robert J.

**Black English: A Strength Analysis of Non-Standard English in Black Dialect.**

Trenton Public Schools, N.J.

Pub Date 78

Note—32p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—American English, \*Black Dialects, Black Students, Creoles, \*Diachronic Linguistics, Dialect Studies, Language Patterns, \*Language Usage, Linguistic Borrowing, Linguistic Theory, \*Nonstandard Dialects, Pronunciation, Sociolinguistics, \*Standard Spoken Usage

Many black students speak a nonprestige dialect called black English, which places them at a disadvantage academically and socially. This monograph describes the features of black English, defines its use, discusses several theories of its origin, and offers some methods for teaching black students standard spoken usage as another style of speech. Stressing that the features of black English are not universal throughout the United States, the monograph presents a general description of it according to the pronunciation of consonants and grammatical features that include loss of endings, verb forms, negatives, construction of indefinite articles, and several miscellaneous features. The theories discussed hold that black English developed as a result of one of the following influences: the colonial British dialect of the overseer; pidgin, a simplified language developed to carry out business affairs; or from creole, a complicated, transmitted version of pidgin. The monograph concludes with several drills for teaching standard English. (MAI)

**ED 154 389** CS 204 114  
Brustoff, Anita

**Applications of the Functional Writing Model in Technical and Professional Writing.**

Pub Date Mar 78

Note—12p.; Paper presented at the Annual Meeting of the Conference on English Education (16th, Minneapolis, Minnesota, March 16-18, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Composition (Literary), \*Composition Skills (Literary), \*Discourse Analysis, Higher Education, \*Literary Conventions, \*Models, \*Persuasive Discourse, Student Writing Models, \*Technical Writing

The functional writing model is a method by which students learn to devise and organize a written argument. Salient features of functional writing include the organizing idea (a component that logically unifies a paragraph or sequence of paragraphs), the reader's frame of reference, forecasting (prediction of the sequence by which

the organizing idea will be developed), and continuous forecasting (revelation of the direction or line of reasoning in an argument). Since the functional writing model is highly adaptable and enables technical/professional writers to compose faster and better, it can be used to good effect as a teaching technique by writing teachers who collaborate with technical skills teachers in such disciplines as architecture, psychology, history, business, and engineering. Student writing models that demonstrate the functional writing strategy are provided. (RL)

**ED 154 390** CS 204 115  
**Journalism and Journalism Education: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," March through December 1977 (Vol. 37 No. 9 through Vol. 38 No. 6).**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date 78

Note—13p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Annotated Bibliographies, Careers, \*Doctoral Theses, Educational Research, Faculty Advisors, Females, Freedom of Speech, Higher Education, \*Journalism, \*Journalism Education, News Media, \*Newspapers, \*News Reporting, Politics, School Newspapers, Secondary Education, \*Student Publications, Student Rights, United States History

**Identifiers**—Advertising, Reader Response

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 18 titles deal with a variety of journalism-related topics, including the following: the needs of community newspapers; factors affecting reader evaluation of authors; reader differentiation between news stories and editorials; the training of high school publications advisers; the nonfiction novel; investigative reporting; perceived impact of the print media on policy making; the news writing behavior of student reporters; constitutional protection of freedom of the student press; performance of university student newspapers within the context of student activism; computer analyses of newspaper prose; career patterns among journalism graduates; agenda-setting by newspapers; women printers in colonial New England; the history of the University of California Press; and historical trends related to children's print advertising and to the development of objectivity as an ideal in the professions of law and journalism. (GW)

**ED 154 391** CS 204 116  
Popovich, Mark N., Ed.

**Journalism Abstracts, Vol. 15.**

Association for Education in Journalism.

Pub Date 77

Note—153p.

Available from—Journalism Abstracts, Business Office, Association for Education in Journalism, 431 Murphy Hall, University of Minnesota, Minneapolis, Minnesota 55455 (\$7.00 paper)

**Document Not Available from EDRS.**

**Descriptors**—Abstracts, \*Doctoral Theses, Freedom of Speech, \*Journalism, \*Journalism Education, Mass Media, \*Masters Theses, \*News Media, \*News Reporting, News Writing, Press Opinion, Public Relations

**Identifiers**—Advertising, Communication Research

This book, the fifteenth volume of an annual publication, contains 373 abstracts of 52 doctoral and 321 master's theses from 50 colleges and universities. The abstracts are arranged alphabetically by author, with the doctoral dissertations appearing first. These cover such topics as advertising, audience analysis, content analysis of news issues and events, government regulation of the media, court litigations, journalism education, public relations, journalism history, and journalism biography. A subject index is included. (RL)

**ED 154 392** CS 204 117  
Bennett, James R. Lindell, Richard L., II

**The Endings of Filmed Adaptations of Literature, 1946-1977.**

Pub Date Oct 77

Note—18p.; Paper presented at the Annual Meeting of the Popular Culture Association in the South (6th, Jacksonville, Florida, October 6-8, 1977); Best copy available

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Comparative Analysis, \*Content Analysis, Fiction, \*Film Criticism, \*Film Production, \*Films, Film Study, Higher Education, Literary Analysis, \*Literature, Social Attitudes, Trend Analysis

**Identifiers**—\*Film Adaptations

To parallel Lester Asheim's doctoral thesis that compared the endings of 24 novels with their 1935-1945 filmed adaptations, this study examined the endings of 88 films produced between 1946 and 1977, comparing the literary endings with the filmed endings by the same criteria that Asheim used. The data indicate both similarities and differences to the Asheim study. While Asheim discovered only affirmation in his film endings, this study shows a much greater variety among positive, negative, and ambiguous endings. When the endings examined in this study are divided into two time frames (1946-1964 and 1965-1977), there appears a distinct decline in affirmative endings, a parallel rise in negative and ambiguous endings, and marked decline in affirmative endings beginning in the mid-1960s. The study also points out a rise in film directors' alterations of endings from the literary sources, and a continued—though somewhat diminished—need to simplify stories, maximizing audience appeal by making the films easily intelligible. An attached list of the surveyed literature and films notes the alterations that were made when transferring the story from print to film. (RL)

**ED 154 393** CS 204 119  
Perron, Jack

**Changing the Questions: Psycholinguistics and Writing.**

Pub Date Mar 78

Note—13p.; Paper presented at the Annual Meeting of the Conference on English Education (16th, Minneapolis, Minnesota, March 16-18, 1978); Parts may be marginally legible due to print quality

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Child Language, \*Cognitive Development, Cognitive Processes, Communication (Thought Transfer), Elementary Education, \*Language Development, Linguistic Competence, \*Psycholinguistics, Syntax, \*Teacher Attitudes, \*Writing Skills

The relationship between writing skills development and cognitive development is the focus of numerous research studies and deserves significant consideration in curriculum planning. Writing development studies indicate that as children work through the various modes of discourse (argumentation, exposition, narration, and description), they exhibit differing levels of syntactic complexity in direct proportion to their real-life involvement. Similarly, cognitive studies demonstrate that intellectual development is a process of organizing and reorganizing cognitive structures. At different developmental stages, a child will use different levels of language skills. These changes occur as old cognitive operations are absorbed by newer, more complex ones. The practical application of these findings requires that the classroom teacher shift the emphasis in the teaching of writing from a product-oriented approach to one that encourages the development of current thinking processes. (MAI)

**ED 154 394** CS 204 120  
Mack, Mully A.

**Black English and Standard English: An Annotated Bibliography.**

Vermont Univ., Burlington.

Pub Date 77

Note—27p.; A special issue of "Exercise Exchange"

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—American English, \*Annotated Bibliographies, \*Black Dialects, Black Education, \*Black History, \*Black Students, Elementary Secondary Education, Higher Education, Language Attitudes, Language Styles, Language Usage, Nonstandard Dialects, \*Standard Spoken Usage, \*Student Rights

Whether black students should be required to use standard English in school is a controversial issue that has fostered contradictory opinions, studies, and data. This annotated bibliography of more than 100 items provides a wide range of material dealing with the following aspects of this topic: the historical backgrounds of black English; the effectiveness of teaching standard English to nonstandard speakers and writers; the economic and academic implications of acquiring standard English ability; and the attitudes of both



blacks and whites toward standard English. To assist the reader, items that provide a general sense of the issues involved are marked with an asterisk, while the unmarked items are more specific in their treatment of black English or are items of less historical significance. (MAI)

**ED 154 395** CS 204 121

*Bard, Therese Bissen*  
**Responses to Filmed Versions of Folk Tales.**  
Pub Date 14 Mar 78

Note—37p.; Study prepared at the University of Washington

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Adolescents, Age Differences, Children, \*Comprehension Development, \*Developmental Stages, \*Films, Folk Culture, \*Individual Characteristics, Individual Differences, Intermediate Grades, Junior High Schools, \*Predictor Variables, Reading Ability, \*Response Mode, Sex Differences

Identifiers—Folktales

Two hundred Honolulu-area students from the fourth, fifth, eighth, and ninth grades participated in a study that examined the variables effects of five selected factors (developmental level, sex, reading ability, adult intervention, and variation in film content/form) on the ability of two age groups (nine and ten year old children and thirteen and fourteen year-old early adolescents) to enjoy, comprehend, and interpret narrative films. The four films used in the study represented one type of folk genre, the explanatory tale. The two age groups differed in their responses to the films for all factors except adult intervention, promoting these conclusions: Piaget's theory appears to be a useful guide in predicting response to narrative film, although United States children/adolescents in this study were somewhat older than those of Piaget's sample; sex was a moderating factor in film appeal; reading ability correlated with literal comprehension and interpretation, but not consistently for all four films; and variation in film content was the single most powerful factor affecting response. (Author/RL)

**ED 154 396** CS 204 123

*Waldrep, Thomas D.*  
**Using Christensen's Generative Rhetoric in Remedial English.**

Pub Date Feb 77

Note—9p.; Paper presented at the Annual Meeting of the Southeastern Conference on English in the Two-Year College (12th, Williamsburg, Virginia, February 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—College Students, \*Composition (Literary), \*Composition Skills (Literary), \*Descriptive Writing, \*English Instruction, \*Expository Writing, Junior Colleges, \*Rhetoric, Teaching Techniques, Writing Exercises

Identifiers—\*Christensen (Francis)

Francis Christensen's Rhetoric Program stresses narrative-descriptive and expository writing, and offers a guide for the structure of the paragraph. In this approach, students develop their composition skills by writing sentences similar to model sentences that Christensen has extracted from the works of successful writers. The basic model is the cumulative sentence, which contains a short base or main clause with one or more "free" modifiers in the final position. From practice with this model, students learn to employ four principles: adding free modifiers, directing the movement of modification, exploring levels of generality, and improving the texture of writing with proper modification. (RL)

**ED 154 397** CS 204 125

**Drama and Oral Interpretation: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," March through December 1977 (Vol. 37 No. 9 through Vol. 38 No. 6).**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date 78

Note—15p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Acting, \*Annotated Bibliographies, Creative Dramatics, Doctoral Theses, \*Drama, \*English Instruction, Films, Higher Education, \*Interpretive Reading, Literature Appreciation, Secondary Education, \*Speech Curriculum, Teaching Techniques, Television, \*Theater Arts, Theaters

Identifiers—Audience Response, Stanislavski (Konstantin)

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 19 dissertations deal with a variety of topics, including the following: the impact of Konstantin Stanislavski's ideas on motion picture acting in the United States and their significance for oral interpretation; the empathic ability of actors; the development of a secondary school oral interpretation course; the audition as a method actor selection; early children's theatre in the United States; the work environment of theatre department heads; the possible spatial configurations of live theatres; a comparison of the techniques of acting and Chamber Theatre in teaching literature; factors affecting oral interpreters' performance of specific literary works, audience comprehension, and audience evaluation of performer effectiveness; the relationship of oral interpretation to its physical setting; the teaching of theatre arts in secondary schools; the teaching of creative movement to seventh graders; the use of improvisation in the teaching of English; and the development of "live" drama on television. (GW)

**ED 154 398** CS 204 126

**Teaching of English: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," March through December 1977 (Vol. 37 No. 9 through Vol. 38 No. 6).**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date 78

Note—17p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Academic Achievement, Administrator Role, Annotated Bibliographies, Communication Skills, \*Doctoral Theses, Educational Research, \*English Curriculum, \*English Instruction, Higher Education, Job Market, Multimedia Instruction, Secondary Education, \*Student Attitudes, Student Centered Curriculum, \*Teacher Attitudes, Teacher Education, \*Teaching Procedures

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 19 titles deal with a variety of topics related to the teaching of English, including the following: film study, the use of media, and the teaching of listening skills in the English classroom; students' academic success attitudes, and interests as related to selected aspects of the English curriculum; English teachers' attitudes toward English usage; the use of student-centered English curricula; teacher expectancies for students; the preparation of secondary level English teachers; the role of secondary school English department heads; employment prospects for persons with doctorates in English; and courses involving the study of folklore, the study of the history of American English, and the teaching of communication skills through use of the typewriter. (GW)

**ED 154 399** CS 204 127

**Testing and Evaluation in English and the Language Arts: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," March through December 1977 (Vol. 37 No. 9 through Vol. 38 No. 6).**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date 78

Note—13p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Annotated Bibliographies, Black Students, \*Communication Skills, Composition (Literary), \*Doctoral Theses, Educational Research, Elementary Secondary Education, \*English Instruction, Faculty Evaluation, Higher Education, Language Arts, Language Skills, \*Measurement Instruments, Predictive Measurement, Standardized Tests, \*Student Evaluation, Test Construction, Test Reliability, Test Validity

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 titles include studies dealing with the following areas: the evaluation of student writing; the assessment of the communicative competence of kindergarten children; formulas for predicting high school reading achievement; an English usage examination at a Texas university; a survey of secondary school English teachers' knowledge and attitudes regarding testing and accountability; considerations in

designing a composition placement instrument; assessment of the functional communication competence of 17 year old students; the influence of readers on the holistic grading of essays; the construct validity of the Grammatical Closure subtest as a measure of language ability; a test of the critical listening ability of college students; the training of preservice teachers in the use of standardized language arts achievement tests; the effects of the cultural context of language on the performance of black inner-city students; the reliability of ratings on the Language Skills Examination; faculty evaluation procedures for secondary level English teachers; and methods for determining the internal consistency of English compositions. (GW)

**ED 154 400** CS 204 128

*Black, Karen K.*

**Studies in Spelling: Theory and Practice.**

Pub Date Sep 76

Note—22p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, D. C., September 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Achievement Gains, Behavioral Science Research, Cognitive Processes, \*Computer Assisted Instruction, Elementary Education, Individualized Instruction, Language Patterns, \*Learning Processes, \*Learning Theories, Memory, Phonemes, \*Retention, \*Spelling, \*Spelling Instruction

One cognitive theory of spelling states that the spelling of words can be produced in one of three ways, depending on the amount and kind of information stored in the memory about a particular word. Assuming this theory as a foundation, this study reviewed two forms of computer assisted instruction developed in an effort to build an instructional theory for teaching spelling. One instructional mode stressed memory structure while the other permitted practice in the generation of spelling patterns. A key component in both was the assumption of a phoneme generator, or lists of spelling patterns that are associated with the phonemes they spell. Analysis of the data regarding the children's performance in both programs supports the basic cognitive theory and supplies significant information on the various stages of the learning process: encoding, rehearsal, and entry into long-term memory. (MAI)

**ED 154 401** CS 204 129

*Gaziano, Cecile*

**An Investigation of the Relationship between Public Opinion and Supreme Court Decisions.**

Pub Date Aug 77

Note—43p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (60th, Madison, Wisconsin, August 21-24, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Adults, Civil Liberties, Constitutional History, Constitutional Law, \*Decision Making, \*Freedom of Speech, \*Political Attitudes, Political Issues, \*Political Socialization, \*Public Opinion, Social Action, Social Science Research, \*Supreme Court Litigation, Trend Analysis

Public opinion polls about freedom of speech issues during a 30-year period (1937-70) were compared with Supreme Court decisions for the same period to determine the effects of public sentiment on judicial decision making. Two-thirds of the decisions conformed to a constitutional model (that the Court should always uphold the First Amendment regardless of majority public opinion). However, a public opinion model (that the Court should always heed public opinion in its decision making) explained the outcomes one-third of the time when one of two conditions obtained: either when at least 35% to 40% of the population supported free speech for political extremists, or when a low level of public opinion was in favor of free speech. Dominance of the public opinion model was greatly apparent during two periods of public hostility against Communists and during one period of strong public feeling against antiwar demonstrators. Further support of the public opinion model comes from a graph charting the flow of public opinion and Supreme Court decisions for a 22-year period; the shapes of both variables on the graph are similar, indicating that the direction of public opinion and the direction of Supreme Court decisions are related. (Author/RL)

**ED 154 402**

CS 204 130

Harty, Kevin J.  
 "Corporate" Composition.  
 Pub Date 77

Note—10p.; Paper presented at the Annual Meeting of the College English Association (8th, San Antonio, Texas, March 31-April 2, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Business Communication, Composition (Literary), \*Composition Skills (Literary), Guidelines, \*Improvement Programs, \*Management Development, Management Education, Professional Continuing Education, \*Short Courses, \*Writing Skills

Efforts to improve the quality of business communication often include developing tailor-made short courses that are offered "in-house" to corporation management personnel. These following guidelines, based on one corporate writing teacher's experiences, should help others to develop writing courses for businesses: obtain samples of the types of writing actually produced by company personnel in order to locate strengths and weaknesses; develop a small manual of grammar and style that executives can use for quick and easy reference (regular textbooks would be too unwieldy and comprehensive for such courses); focus the manual on recognition of complete sentences, punctuation that prevents misinterpretation, effective sentence interrelationships and paragraph transitions, and a unified policy on matters of form; and develop a rationale for rating "students" in the program, taking into account each student's writing proficiency prior to and after taking the course. (RL)

**ED 154 403**

CS 204 131

Schmertz, Herbert  
 The Energy Crisis and the Media: Some Case Histories.

Pub Date 12 Jan 77

Note—44p.; Paper presented at a meeting of the Business International Chief Executives Officer's Round Table (Acapulco, Mexico, January 12, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Bias, Case Studies, \*Communication Problems, Industrial Relations, \*News Media, Newspapers, \*News Reporting, \*Organizational Communication, Public Affairs Education, Publicize, \*Public Relations, Television

Identifiers—\*Mobil Oil Corporation

The five case histories presented in this paper discuss the relations of the Mobil Oil Corporation with various news media since 1973, particularly the difficulties that the oil industry has faced in communicating with and through the news media. The case histories deal with the following topics: news stories about tankers allegedly waiting offshore for oil prices to increase before discharging their cargoes; Mobil's complaint to the National News Council about the ABC television network's "biased" news program (March 1974) about the oil crisis; one particular problem Mobil had with the television networks that illustrates the barriers to free access in television; Mobil's arguments with the "New York Times" concerning adverse news writing about the oil industry; and Mobil's efforts to rebut a television news series entitled "The Great Gasoline Debate." By telling of its efforts to combat adverse news reporting about the oil industry, Mobil seeks to illustrate the guidelines and procedures it uses to hurdle communication and public relations problems. In the appendix are exhibits for each of the case histories, including newspaper articles, news releases, correspondence, and advertisements. (RL)

**ED 154 404**

CS 204 132

Williams, Edwin W.  
 The Buddha in the Digital Computer: Art and Technology in Zen and the Art of Motorcycle Maintenance.

Pub Date Oct 77

Note—7p.; Paper presented at the Annual Meeting of the Popular Culture Association in the South (6th, Jacksonville, Florida, October 6-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Art, Art Expression, \*Conflict, Fiction, Greek Civilization, \*Novels, \*Personal Values, \*Quality of Life, Religious Cultural Groups, \*Technology

Identifiers—\*Zen

The novel, "Zen and the Art of Motorcycle Maintenance" attempts to reconcile the dichotomy that exists between art and technology. The main character, Pirsig, believes that technology, or the making of things, is essentially art for two reasons: the Greeks never separated art from manufacture and real technology does not exploit nature. Rather, technology involves a fusion of nature and the human spirit resulting in a new transcending creation. This concept is similar to that at the heart of Zen meditation and art. Pirsig believes that the conflict between art and technology can be resolved if technical workers show care about the work they are doing, if peace of mind persists in the recognition of numerous ways of doing things, and if one achieves complete identification with one's circumstances in the pursuit of "quality." In this quality, Pirsig sees a spiritual force, similar to Buddha, the "arete" of the Greeks, or the ultimate expressions of other religions. Therefore, the pursuit of quality is the link that binds art and technology together. (MAI)

**ED 154 405**

CS 204 133

A Taxonomy of Selected High School Equivalency Materials: Correctness and Effectiveness of Expression, Supplementary Inventory.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.

Pub Date [77]

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Diagnostic Tests, \*Educational Diagnosis, \*Grammar, High School Equivalency Programs, \*Language Usage, Multiple Choice Tests, \*Punctuation, \*Spelling, Student Evaluation, \*Writing Skills

Identifiers—\*General Educational Development Tests

This inventory is designed to enable high school equivalency instructors to profile a student's competencies in the English skills that need to be mastered requisite to passing the General Educational Development (GED) writing skills test. The inventory contains 101 items, tailored specifically item-by-item to 35 skills tested. The skills involve recognition and correction of errors in spelling, grammar, punctuation, and language usage. Multiple-choice answer sheets and a list of correct answers are included. (GW)

**ED 154 406**

CS 204 134

Educational Writers Guide.

Alaska State Dept. of Education, Juneau.

Pub Date [77]

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Check Lists, Composition Skills (Literary), Copyrights, \*Editing, \*Guidelines, Illustrations, \*Instructional Materials, \*Publications, \*Standards, \*Writing, Writing Skills

The purpose of this manual is to enable authors of educational materials to plan, organize, and prepare materials in a format that is accurate and clear and that requires a minimum of rewriting and editing before publication. The following topics are discussed: the use of reference and copyrighted materials; the use of illustrations; the development of original material; the preparation of an introduction, headings, study assignments, discussion topics, and study guides; manuscript style and format; and sentence and paragraph construction. The manual includes a checklist to aid authors in checking the quality of their writing, a list of minimum standards for the preparation of instructional materials, and a step-by-step description of the review process used by the Alaska Department of Education in copy editing a manuscript and in following a publication from its inception through its distribution. (GW)

**ED 154 407**

CS 204 135

Chamai: A Curriculum Guide to Community & Culturally-Based Communication Skills Development, 7-12.

Alaska State Dept. of Education, Juneau.

Pub Date 77

Note—150p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—\*Communication Skills, \*Composition Skills (Literary), \*Curriculum Design, Curriculum Guides, Interpersonal Relationship, Junior High Schools, \*Listening Skills, \*School Community Relationship, Senior High

Schools, \*Speech Skills, Teaching Methods, Verbal Communication

Identifiers—Alaska

"Chamai" is an Eskimo greeting that conveys warmth to individuals and groups. The expression was selected by Alaskan high school students as the descriptive title of a curriculum approach to developing communication skills, primarily speaking and listening. Involving students in grades seven through twelve, the program emphasizes student responsibility for the investigation and documentation of their particular communities and cultures. Although the program involves the students in efforts to publish the materials that they find and produce, its aim is primarily for communicative competence rather than for developing careers in journalism. Included in the guide to the Chamai program are the following: a course design used at an Alaskan regional high school, short histories of the Chamai programs at other Alaskan schools; the listings of the instructional methods used to develop skills in speaking, listening, writing, organization, and interpersonal relationships; and a concluding section entitled "An Attitude" that recommends methods for teachers to manage a culturally and community based program. (RL)

**ED 154 408**

CS 204 137

Kantrovich, Jerald M.  
 Developing a High School Technical Writing Course.

Pub Date May 78

Note—14p.; Paper presented at the Annual Meeting of the International Technical Communication Conference (25th, Dallas, Texas, May 10-13, 1978)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Business Communication, Business English, \*Career Planning, \*Course Descriptions, \*English Instruction, \*Industrial Education, Job Application, Senior High Schools, Student Needs, \*Technical Writing, Units of Study, \*Writing Skills

A one semester high school industrial English course emphasizes the reading, writing, and speaking skills that relate to improved performance and understanding of vocational concepts. The course, particularly valuable for students who do not plan to attend college, is built around 15 units, which are varied according to student needs. The units involve students in writing for different audiences, writing memoranda, writing business letters, planning careers, preparing forms and letters used in applying for jobs, preparing for personal interviews, working with business forms, practicing effective oral communication and business telephone conversations, taking notes and outlining, using illustrations in reports, writing descriptions of mechanisms, preparing instructions and process descriptions, writing definitions of words, writing different types of reports, and writing a major report. (A copy of the personal inventory form given to students at the beginning of the course is included.) (GW)

**ED 154 409**

CS 204 138

Sullivan, Paul W.  
 News Piracy: Unfair Competition and the Misappropriation Doctrine. Journalism Monographs No. 56.

Association for Education in Journalism.

Pub Date May 78

Note—35p.

Available from—Prof. Harold Wilson, AEJ Publications Manager, School of Journalism and Mass Communications, University of Minnesota, Minneapolis, Minnesota 55455 (\$2.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Court Litigation, Ethics, Historical Criticism, Information Dissemination, Information Networks, Journalism, \*Legal Problems, Mass Media, News Media, \*News Reporting, \*News Writing, \*Plagiarism, \*Torts

Identifiers—\*Unfair Competition

Unfair competition is a complex problem affecting all areas of American business, including the communications media. Piracy of material, an alarmingly widespread example of unfair competition, involves legal as well as ethical questions. This monograph uses the historical approach to trace the development of common-law precedent and trends and then summarizes, analyzes, and evaluates current legal cases involving unfair competition. The monograph concludes that news piracy has been construed to be punished within

the legal precedents and interpretation that involve unfair competition. (Author/RL)

**ED 154 410** CS 204 139  
Stewig, John Warren. *Sebesta, Sam L.*  
*Using Literature in the Elementary Classroom.*

National Council of Teachers of English, Urbana, Ill.  
Pub Date 78  
Note—80p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 56177, \$3.50 member, \$3.95 non-member)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Childrens Books, \*Childrens Literature, Creative Dramatics, Elementary Education, Illustrations, Instructional Materials, Language Arts, Linguistics, \*Reading Comprehension, \*Reading Instruction, \*Reading Skills, \*Teaching Techniques, Vocabulary, Writing Skills

Identifiers—Picture Books, Trade Books

The six authors of this monograph draw from their experience in elementary education in proposing practical techniques for using literature to teach a variety of literacy skills to children. The following topics are developed individually: reading for learning about the nature of language, picture books for reading vocabulary, the trade book as an instructional tool—strategies in approaching literature, book illustration as a key to visual and verbal literacy, reading as leading to writing, and enhancing reading comprehension through creative dramatics. The topics are linked together by the authors' common philosophy regarding the use of the books with children and by the use of headlines that relate each article to the preceding one. Lists of appropriate children's books are included in several of the articles and a complete bibliography accompanies each topic. (MA1)

**ED 154 411** CS 204 140

Matthews, Dorothy, Ed.

*Best Illinois Prose and Poetry of 1977.*

Illinois Association of Teachers of English, Urbana.

Pub Date 78

Note—58p.; The Illinois Association of Teachers of English is an affiliate of the National Council of Teachers of English

Journal Cit—Illinois English Bulletin; v65 n4 Entire Issue Apr 1978

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Awards, \*Composition (Literary), \*Creative Writing, Descriptive Writing, Elementary Secondary Education, Expository Writing, \*Poetry, \*Prose, Writing

The winning entries in this bulletin were chosen by the Illinois Association of Teachers of English as representing the best prose and poetry in the state for 1977. The 14 winners in the prose division were chosen from 357 student entries from 67 schools. The prose covers a variety of writing types including fiction, argumentation, and exposition of facts and ideas. The poetry division lists 28 poems chosen from 920 entries. Student names and entry titles for honorable mention in both categories are included. (MA1)

**ED 154 412** CS 204 144  
Language Usage, Language Ability, and Language Development: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," March through June 1977 (Vol. 37 No. 9-12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date 78

Note—12p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Annotated Bibliographies, Child Development, \*Child Language, Cognitive Processes, College Students, \*Doctoral Theses, English, Grammar, \*Language Ability, \*Language Development, Language Research, \*Language Usage, Linguistic Patterns, Secondary School Students, Senior Citizens, Spanish Speaking, \*Speech Communication

Identifiers—Gossip, \*Oral Language

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 17 titles deal with the following topics: oral language characteristics of college freshmen; the language development of a modern day "wild child"; children's understanding of relational terms; the relationship of lin-

guistic sexism and the relative status of males and females; linguistic characteristics of the careful speech of recent high school graduates; children's understanding of the minimal distance principle in English; the moral reasoning levels of secondary and college students; a comparison of English and Spanish oral narratives; language facility and aging; a theory of sentence comprehension based on psycholinguistic research findings; children's development of some temporal parameters of speech production; the relationship between cognitive and linguistic structure; linguistic signals to ethnic group and socioeconomic class; the development of English phonology before the age of two years; children's attention to verbal and nonverbal cues; children's ability to make inferences from linguistic information; and gossiping in an urban American upper middle class setting. (GW)

**ED 154 413** CS 204 147

Tripp, Janice A.

*Invention in Technical Writing.*

Pub Date Apr 78

Note—15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Composition Skills (Literary), Creative Writing, Expository Writing, Higher Education, Rhetoric, \*Teaching Techniques, \*Technical Reports, \*Technical Writing, Writing Exercises, \*Writing Skills

Identifiers—\*Invention

In technical writing classes writing can come alive to students, because in such classes students are knowledgeable about their subjects and can simulate writing to real audiences in business and industry rather than only to teachers. Students practice writing within determined and specified formats and to a standard style in response to problematic situations within an organizational hierarchy. Such "real world" writing demands much of both student and instructor, so that the teaching of invention is required accompanied by practical strategies for idea generation to restore an explicit concern with thinking to the teaching of writing. Inventive activities should not only provide the writer material with which to write and a way to write about it, but also promote writing that is clearer and more coherent because of the practice of invention. In real circumstances, inventive strategies will be recast to a form that meets a writer's needs. The student is given a full set of inventive strategies within a full rhetorical frame to give them meaning, and this provides her or him with a systematic method of using language as a means of inquiry. (DF)

**ED 154 414** CS 204 148

Logsdon, Richard

*The Lab Does Work.*

Pub Date Mar 78

Note—11p.; Paper presented at the Pacific Coast Regional Conference on English in the Two-Year College (Anaheim, California, March 2-4, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Community Colleges, \*Composition Skills (Literary), \*English Instruction, \*Failure Factors, Grading, Individual Instruction, Junior Colleges, \*Learning Laboratories, \*Organizational Change, Problems, Programmed Instruction, \*Remedial Programs, Team Teaching, Testing Problems

An individualized English composition laboratory at a community college maintained a student completion rate of only 45% to 55% over a period of several semesters as a result of the following factors: the week long pretest administered to determine student needs was intimidating to students; students became frustrated at being asked to work on limited objectives for long periods of time; the open attendance policy resulted in a great deal of student absence; students had difficulty figuring out the instructions in the programmed materials; the on-the-spot grading promised to students proved impossible to provide; and instructors could not agree on grading standards. Staff members finally reorganized the laboratory by making the pretest shorter and less threatening to students, imposing attendance requirements and work deadlines, dropping attempts at on-the-spot grading, and supplementing the laboratory with lecture and discussion sessions, which were generally taught. Instructors also developed consistent

grading standards. The organizational changes increased the student completion rate to 88%. (GW)

**ED 154 415** CS 204 151

Kraus, W. Keith

*Murder, Mischief, and Mayhem: A Process for Creative Research Papers.*

National Council of Teachers of English, Urbana, Ill.

Pub Date 78

Note—148p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 32200, \$5.95 non-member, \$4.70 member)

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—College Freshmen, \*Composition (Literary), English Instruction, \*Expository Writing, Higher Education, Information Seeking, Information Utilization, \*Learning Activities, Library Research, \*Library Skills, \*Research Projects, \*Research Skills, Writing Skills

Identifiers—\*Research Papers

Assuming that freshman research papers can be interesting as well as educational, this book presents ten sample student papers selected from classes in which research methods were taught through the use of newspapers and periodicals. The paper topics, based on real people and actual events, range from bizarre murder cases and treasure expeditions to famous Indians, explorers, and obscure biographies. In addition to the student papers, the book offers the following guidelines for researching and writing about a newspaper case: library research exercises, methods for research, a procedure for writing a paper, and a ten-point research paper check list for students. The book includes a list of 100 annotated research topics that have resulted in superior student papers over a five year teaching period. (MA1)

**ED 154 416** CS 204 152

Rogers, Sinclair, Ed.

*Children and Language: Readings in Early Language and Socialization.*

Pub Date 75

Note—346p.

Available from—Oxford University Press, 200 Madison Avenue, New York, New York 10016 (\$19.50 cloth, \$11.00 paper)

**Document Not Available from EDRS.**

Descriptors—\*Child Development, \*Child Language, \*Cognitive Development, Developmental Stages, Early Childhood Education, \*Language Development, Language Research, Models, \*Perceptual Development, \*Social Environment, Social Influences, Socialization

Although the study of the acquisition of a first language has been split by a controversy between the "innatists" and the "behaviorists," neither group has given enough consideration to the relationship between language development and the other developments of the child (social, cognitive, and perceptual). This collection of readings links the development of language to the broader societal and functional aspects of language as actually used. The 21 selections are grouped under five topics: the social contexts of language; the functions of language in understanding the self, the world, and society; language and the development of thinking; the relationship of language and meaning; and the relationship between language and the environment. (RL)

**ED 154 417** CS 204 153

Altheide, David L.

*Creating Reality: How TV News Distorts Events.*

Pub Date 74

Note—220p.

Available from—Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212 (\$14.00 cloth, \$6.95 paper)

**Document Not Available from EDRS.**

Descriptors—Audiences, \*Bias, \*Broadcast Television, \*Commercial Television, \*Current Events, Editing, Material Development, \*News Reporting, \*News Writing, Politics

A three-year research project, including more than one year in a network affiliate station, provided the material for an analysis of current practices in television news programming. Based on the thesis that the organization of news encourages the oversimplification of events, this analysis traces the foundation of the bias called the "news perspective" through commercialism,



scheduling, technology, and competition; provides ethnographic materials to illustrate how these constraints affect news personnel; and offers partial solutions to the problem as well as suggestions for scrutinizing news messages. The following topics are discussed: television news and everyday life; the news environment, including ratings, management, and audience; the news organization; local news; coverage of political conventions by local and national news; the Eagleton and Watergate stories; and rethinking television news, with consideration for the context of events. An appendix describes the methodology employed in the study. (MAI)

ED 154 418 CS 204 154

La Beau, Dennis, Ed.  
Children's Authors and Illustrators: An Index to  
Bibliographical Dictionaries.

Pub Date 76

Note—172p.

Available from—Gale Research Co., Book Tower, Detroit, Michigan 48226 (\$15.00 cloth).  
Document Not Available from EDRS.

Descriptors—\*Artists, \*Authors, \*Biographical Inventories, Childrens Books, \*Childrens Literature, Illustrations, \*Indexes (Locators), Reference Books

Identifiers—Picture Books

Designed to fill a gap in reference collections, this work indexes a total of 17,686 biographical sketches of 10,000 different children's authors and illustrators appearing in 26 biographical dictionaries and other reference sources. Each entry indicates the author's name and dates of birth and death (as listed in the publications indexed) plus a code that refers to bibliographic information about the source. The book is appropriate for use in teaching children how to consult the basic reference materials in their library. (MAI)

ED 154 419 CS 204 155

Sternberg, Robert J. And Others

Metaphor, Induction, and Social Policy: The Convergence of Macroscopic and Microscopic Views. Technical Report No. 7.

Yale Univ., New Haven, Conn. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.; Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Pub Date Apr 78

Contract—N0001478C0025

Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Cognitive Processes, \*Comprehension, \*Figurative Language, Language Research, Logic, \*Metaphors, Problem Solving, \*Symbols (Literary)

In order to investigate the nature of metaphorical generation, comprehension, and appreciation, 8 different groups of 16 subjects were asked to rate each of 20 terms within each of 8 categories (United States historical figures, modern world leaders, mammals, birds, fish, airplanes, land vehicles, and ships) on 21 scales such as "warlike peaceful," "noble ignoble," and "strong weak." Data indicate a corresponding set of dimensions for the 8 categories, including "prestige" and "aggression." It is proposed that a metaphor is comprehensible to the extent that the distance is small between tenor and vehicle in both the superimposed within-subspace and the between-subspace, but that metaphor is aesthetically pleasing proportional to the smallness of the within-subspace distance and the largeness of the between-subspace distance. Results of two further experiments document the empirical claims made by the two aspects of the theory. (Implications are drawn regarding metaphor, induction, and social policy, particularly with regard to problem-solving, and correspondence is noted between the results of this study and those of previous investigations at the macroscopic level.) (DF)

ED 154 420 CS 204 156

Sternberg, Robert J. Turner, Margaret E.

Components of Syllogistic Reasoning. Technical Report No. 6.

Yale Univ., New Haven, Conn. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.; Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Pub Date 1 Apr 78

Contract—N0001478C0025

Note—64p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Cognitive Processes, College Students, \*Componential Analysis, Deductive Methods, Higher Education, \*Logic, \*Logical Thinking, Psychological Studies, Thought Processes

Identifiers—\*Syllogistic Reasoning

A study was conducted among 64 students in an introductory psychology class at Yale University to clarify the components of syllogistic reasoning used in a syllogistic evaluation task. A modified form of componential analysis was used to decompose the syllogistic evaluation task with abstract content into the subtasks of encoding and encoding plus combination. The response-choice data obtained from these subtasks showed that more direct tests of various models of syllogistic reasoning were derived than had been possible, and in particular, tests of assumptions about sources of error in syllogistic reasoning. More direct inferences regarding the representation of relations between the subject and predicate as encoded and combined were also provided. The study supports the superiority of the transitive-chain model of syllogistic reasoning. References, Euler diagrams of set relations, and seven tables of experimental data are appended. (Author/DF)

ED 154 421 CS 204 157

Sternberg, Robert J.

Toward a Unified Componential Theory of Human Reasoning. Technical Report No. 4.

Yale Univ., New Haven, Conn. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.; Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Pub Date Apr 78

Contract—N0001478C0025

Note—75p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Cognitive Processes, Cognitive Style, Complexity Level, Critical Thinking, \*Deductive Methods, Educational Psychology, Higher Education, \*Inductive Methods, \*Logical Thinking, Models, \*Problem Solving, \*Theories

The unified theory described in this paper characterizes human reasoning as an information processing system with a hierarchical sequence of components and subtheories that account for performance on successively narrower tasks. Both deductive and inductive theories are subsumed in the unified componential theory, including transitive chain theory of transitive inference, "IMAJER" theory (analogical, serial, metaphorical reasoning), and theory of causal inference. The basic unit of this unified theory is the "component," an elementary information process that is executed to solve some class of reasoning problem. As each component and subtheory is described in the paper, available data supporting its inclusion within the unified theory are provided; the data appear to be consistent with the proposed hierarchical structure. Although these data do not account for all of the performance variance, neither do they support any alternative explanations; moreover, no alternative account attempts to explain as great a range of human reasoning as does the unified componential theory. (RL)

ED 154 422 CS 204 158

Guyote, Martin J. Sternberg, Robert J.

A Transitive-Chain Theory of Syllogistic Reasoning. Technical Report No. 5.

Yale Univ., New Haven, Conn. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.; Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Pub Date Apr 78

Contract—N0001478C0025

Note—152p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—\*Cognitive Processes, College Students, Deductive Methods, Higher Education, \*Logic, Logical Thinking, Memory, \*Theories, Thought Processes

Identifiers—\*Syllogistic Reasoning, \*Transitive Chain Theory

The "transitive-chain" theory of syllogistic reasoning proposes that information about set relations is presented in memory by pairs of informational components and that information

about set relations is integrated by applying a small set of rules to transitive chains that are found by rearranging informational components stored in memory. The theory was tested against the random and complete combination theories, the conversion theory, and the atmosphere theory in a series of five experiments in which 50 Yale undergraduates and 50 local adults were given 38 to 65 syllogism problems. Response-choice data indicated that the transitive-chain theory accounts well for syllogisms with various types of content, quantifiers, and logical relations (categorical and conditional). Tentative answers are proposed to the following five major problems in the theory of syllogistic reasoning: generality of the processes used in syllogistic reasoning, relationship of syllogistic reasoning to intelligence, representation and combination of premise information, and sources of difficulty in syllogistic reasoning. Tables of experimental data and symbolic and diagrammatic representations of set relations are included. (DF)

ED 154 423 CS 204 159

Literature, Literary Values, and the Teaching of Literature: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," March through December 1977 (Vol. 37 No. 9 through Vol. 38 No. 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date 78

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Annotated Bibliographies, \*Childrens Literature, Disadvantaged Youth, \*Doctoral Theses, Educational Research, Elementary Secondary Education, English Curriculum, \*English Instruction, Ethnic Studies, Females, Fiction, Film Study, Higher Education, \*Literature Appreciation, \*Literature Programs, Minority Groups, Response Mode, \*Teaching Techniques, United States History, Values

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 27 titles deal with a variety of topics, including the following: models for college courses dealing with films and literature and with women in literature; the effects of selected variables on children's and adults' responses to literature; the portrayal of the aging, the American Indian, city life, black people, and women in children's fiction; methods for teaching inner city eighth graders about literature and for teaching college students about Renaissance poetry and paradox in literature; the inclusion of the study of myths and fairy tales in school curricula; introductory literature courses in selected black colleges; the development of a senior high school literature program based on the study of cultural pluralism; religious child-oriented literature in colonial New England; children's recreational reading book choices; research in literary response and teaching; an instrument for the analysis of literature teaching in the secondary school; and a comparison of values found in children's books with those held by adults. (GW)

ED 154 424 CS 204 161

Weber, Rosemary

Folklore and Fantasy—Mix or Match?

Pub Date Apr 78

Note—11p.; Paper presented at the Pennsylvania School Librarians Conference (Seven Springs, Pennsylvania, April 28-29, 1978).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Childrens Literature, \*Fantasy, \*Fiction, \*Folk Culture, Folklore Books, Literary Genres, \*Literary Perspective, Literature, \*Moral Values, \*Mythology, Science Fiction, Social Values, Story Telling

While folklore, fairytales, and fantasy vary in definition, they possess the common elements of supernatural beings, strange locales, and imaginative content. Folk tales, originally intended for all ages, were meant to convey lessons about moral behavior and group values; good was rewarded and evil punished. In contemporary literature, high fantasy and science fiction repeat many of the same folklore themes. Plots are often based on myths and legends, the main character exemplifies great virtue, and evil must be conquered, often through the use of magical devices. Authors who represent this type of fantasy writing include Alexander Prydain in his quintette about Taran, Susan Cooper in the five books of "The Dark Is Rising" series, C. S. Lewis in the seven books

about Narnia, and J.R.R. Tolkien in the Hobbit tales. Current examples of folk themes in science fiction appear in the motion picture "Star Wars" and the "Star Trek" television series. (MAI)

**ED 154 425** CS 204 162

*Cope, Jo Ann*  
**Writing Apprehension.**  
Pub Date Mar 78

Note—9p.; Paper presented at the Annual Meeting of the Western College Reading Association (11th, Long Beach, California, March 16-19, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Anxiety, \*Behavioral Science Research, College Students, \*Composition (Literary), Composition Skills (Literary), Desensitization, Educational Therapy, Higher Education, Identification, \*Individual Characteristics, \*Individual Differences, Literature Reviews, Negative Attitudes, \*Writing

Research on the topic of writing apprehension—general tendency to anxiety that is triggered by the situation of writing—has recently been stimulated by the development of a self-report scale to measure it. Research in the effects of writing apprehension reveals that students who are anxious about writing choose coursework, majors, and occupations to avoid it. More often men, they see themselves negatively as writers. They may have limited writing skills. The style of anxious writers is flat, neutral, self-hiding, and less expressive than that of writers who are not anxious. Another psychogenic problem is writer's cramp. Diagnosis of writing apprehension should first determine whether the student knows how to produce a paper and to manipulate ideas. The writing apprehension scale, analysis of a student's writing style, and in-depth discussion with the student are all viable methods of diagnosing writing apprehension. Methods of treatment include free writing, contracting, teaching positive self-talk (cognitive modification), retraining in the writing process, physical relaxation, and systematic desensitization. Referral to a therapist should be considered if writing apprehension is symptomatic of more general psychological problems. (Author/DF)

**ED 154 426** CS 204 164

*Alperstein, Gerald*  
**New Statistical Probe into the Decline of Daily Newspaper Household Penetration.**  
Pub Date Aug 77

Note—13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (60th, Madison, Wisconsin, August 21-24, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Information Dissemination, Journalism, Mass Media, Media Research, \*News Media, \*Newspapers, Periodicals, Publishing Industry, \*Statistical Analysis, \*Use Studies

Identifiers—Advertising  
From 1950 to 1970, daily newspaper household penetration (DNHP) levels dropped from 1.24 to 0.99 in the United States. This paper describes some of the variables involved in this decline and outlines a market-by-market statistical analysis of the relationship between the penetration levels of daily newspapers and other forms of mass media. From the analysis, the following conclusions emerged: there is no relationship between DNHP and television watching or radio listening; negative relationships exist between DNHP and magazine and weekly newspaper household penetration, daily newspaper price, and additional weekend circulation. The only positive relationship occurs between DNHP and the percentage of a market's households in the home city of the daily newspaper. (MAI)

**ED 154 427** CS 204 165

*Shuckford, Jane*  
**Understanding Aging: A Positive Approach through Children's Literature.**  
Note—11p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Annotated Bibliographies, \*Changing Attitudes, \*Children's Books, \*Children's Literature, Elementary Education, Fiction, \*Older Adults, Preschool Education, Reading Materials, Senior Citizens

Intended as a reference source for elementary curriculum planning, this bibliography lists children's books that deal with aging and the elderly in a positive and constructive manner. Books were selected because of their emphasis on the

natural acceptance of aging and the value placed on the experience and companionship offered by old people, as well as on the basis of literary integrity. Entries are divided according to age categories, ranging from preschool through twelve years of age, and each title is accompanied by a brief plot summary. (MAI)

**ED 154 428** CS 204 168

*Blake, Robert W. Taillie, Laurie*  
**Quiet and Warm Like Sunshine: Teaching High School Kids to Like Poetry.**  
Pub Date [77]

Note—25p.; Guide prepared at State University College, Brockport

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Composition (Literary), \*Creative Writing, Descriptive Writing, \*English Instruction, Figurative Language, Group Discussion, Imagery, \*Poetry, Secondary Education, \*Teaching Techniques, Writing Exercises

The poetry unit presented in this paper is designed to teach high school students how to write poetry through personal observation, journal writing, and small group discussion. Using the unit, students progress through the stages of writing according to the following steps: observing a familiar person and noting words and phrases about that individual's inner and outer characteristics; sharing written notes in class with other students; analyzing, through small group discussion, two published poems about persons; writing figurative language by varying sentence structure; and drafting a poem about a person, using journal notes. Also included are student comments and teacher reactions to the unit, guidelines for teaching the writing of poetry, a list of reasons for writing poetry, and a bibliography of references that deal with the teaching of poetry. (MAI)

**ED 154 429** CS 204 169

*Morrill, Paul H., Ed Hertz, Vivienne V., Ed.*  
**Notes and Papers from the First Annual Workshop on the Teaching of Technical Writing, Southern Illinois University, Carbondale**  
Touch of Nature, October 21-22, 1977.  
Pub Date Oct 77

Note—59p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Business Communication, \*Communication Skills, Composition (Literary), \*Composition Skills (Literary), \*Expository Writing, Higher Education, Individualized Instruction, Letters (Correspondence), Organizational Communication, Teaching Techniques, Technical Reports, \*Technical Writing, Workshops

The material collected in this workshop report offers teaching techniques for technical writing instructors at universities and junior colleges. The variety of topics indicates both the broad impact of technical writing and the many specific needs of technical writers. The workshop's discussions and papers focused on a variety of needs and audiences faced by technical writing instructors, including writing engineering reports, company newspapers, and proposals combatting the "nominal style," writing the job application letter, ways in which the tutorial method and individualized instruction can be used in technical writing classes, technical writing as a general studies option or for special populations, and publication opportunities for technical writing instructors and other teachers. (RL)

**ED 154 430** CS 204 170

*Jacobi, Ernst*  
**Writing at Work: Dos, Don'ts, and How Tos.**  
Pub Date 76  
Note—192p.

Available from—Hayden Book Company, Inc., 50 Essex St., Rochelle Park, New New Jersey 07662 (\$7.95 paper)

Document Not Available from EDRS.

Descriptors—\*Business Communication, Business Correspondence, \*Communication (Thought Transfer), \*Composition Skills (Literary), Descriptive Writing, Expository Writing, \*Professional Personnel, Punctuation, Sentence Structure, \*Technical Writing, Traditional Grammar, \*Writing Skills

Intended for the adult who needs writing skills for career purposes, this three-part book presents principles rather than mechanical rules for achieving effective communication through writing. The first section of the book offers specific guidelines on communicative attitude, content,

perspective, theme, organization, and revision. The middle portion discusses common writing errors involving grammar, redundancy, sentence structure, and language choice. The final section presents a guide for handling such practical writing problems as publishing, editing, proposal writing, writing references, citations, and footnotes, statistics, press releases, resumes, and indexing. Appendixes cover the following topics: proofreading, inductive and deductive writing, basic techniques for making charts and graphs, and exercises in writing. (MAI)

**ED 154 431** CS 204 172

*Rodrigues, Raymond J. Badaczewski, Dennis*  
**A Guidebook for Teaching Literature.**  
Pub Date 78  
Note—286p.

Available from—Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 (\$13.30 paper)

Document Not Available from EDRS.

Descriptors—Censorship, Drama, Elementary Secondary Education, \*English Instruction, Learning Activities, \*Literary Analysis, \*Literary Conventions, \*Literary Genres, Literary History, \*Literature Appreciation, Literature Guides, \*Literature Programs, Nonfiction, Novels, Poetry, Teaching Techniques

This book provides new and traditional activities that are aimed at developing students' personal responses to literature in ways that improve their other language skills. The introductory chapter discusses organizing literature for study, and other chapters focus on specific literary genres, including drama, short story, novel, poetry, nonfiction prose, and rhetorical style. The last chapter suggests ways to plan a literature program, to prepare for potential censorship issues, and to conduct informal research in class. Appendixes provide addresses of producers of resources, a list of university film rental libraries, and reproduction pages for class exercises and activities. (RL)

**ED 154 432** CS 204 173

*Dake, Dennis M.*  
**An Education Strategy for the Right Hemisphere of the Brain.**  
Pub Date May 77

Note—19p.; Paper presented at the Annual Meeting of the International Visual Literacy Association (9th, Iowa City, Iowa, May 11-14, 1977); Photographs may not reproduce well

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Art Activities, \*Art Education, Cerebral Dominance, Lesson Plans, \*Perceptual Development, Photographs, \*Pictorial Stimuli, Secondary Education, Symbolic Learning, Teacher Education, Teaching Techniques, Visual Learning, \*Visual Literacy

Scientific discoveries concerning the bimodal functioning of the human brain have influenced the creation of a visual literacy methodology program at Iowa State University for future art teachers. Student teachers plan and prepare visual lesson plans designed to reverse the traditional pedagogical reliance on faculties dominated by left hemisphere functions—verbal reasoning, logic, analysis—and to explore and promote skills operating in the right hemisphere of the brain—holistic comprehension, simultaneity, intuition, metaphor. Photographic materials assembled to make a well-formed visual statement are given to students, who are told that these materials are the instructions for their next art assignment. Students are faced with the problems of perceiving the general intent of the visual formation and of constructing a process approach for themselves in response. Mutual satisfaction between teacher and student that the response has been true to the student's unique perception while operating within the visual definition of the lesson plan, along with suggestions from the student that future visual statements may result from the exercise, are regarded as good indications of growth in right hemisphere thinking. (DS)

**ED 154 433** CS 204 174

*Bracewell, Robert J. And Others*  
**The Development of Audience Awareness in Writing.**  
Pub Date Mar 78

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Audiences, \*Composition (Literary), \*Composition Skills (Literary), \*Descriptive Writing, \*Developmental Stages, Direction Writing, Educational Research, Elementary Secondary Education, \*Expository Writing, Higher Education, \*Individual Development, Students

**Identifiers**—\*Audience Awareness

Two studies were designed to investigate the age at which students adapt expository writing to meet the needs of different audiences. In the first study, students in grades four, eight, twelve, and at university level wrote descriptions of geometric figures that would enable someone unfamiliar with a figure to draw it. For all grades, realistic communications (including feedback drawings made from descriptions) contained more audience-oriented statements than "classroom exercise" descriptions which were less realistic. When the age of the intended audience was given, descriptions from students of grades 12 and higher contained audience-related statements, but those statements were not strongly related to the quality of information in the description. In the second study, which consisted of student revisions of their own compositions, fourth graders made no significant changes, while eighth graders made changes that reduced the quality of the descriptions. Only twelfth graders made changes that increased the quality of the revisions. Results from both studies suggest that not until grade 12 do students apply information of a general nature to effectively modify their writing. (Author/RL)

**ED 154 434** CS 204 178

**Creative Dramatics in the Elementary School.**  
Texas Education Agency, Austin. Div. of Curriculum Development.

Pub Date 78

Note—78p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors**—Cognitive Processes, Concept Formation, \*Creative Activities, \*Creative Dramatics, Elementary Education, Imagination, \*Language Arts, Narration, \*Self Concept, \*Self Expression, \*Sensory Experience, Special Education, Teaching Techniques

**Identifiers**—Multicultural Education

Creative dramatics is an art form which enables children under the guidance of an imaginative and responsive adult, to reinforce academic subjects, establish a positive self-image and develop the processes of concentration, analysis, evaluation, inference, and creativity. Designed to assist elementary teachers and administrators, this book does the following: offers basic definitions of creative dramatics; suggests exercises and activities based on human experience; outlines techniques and procedures for teachers of regular, special education, and multicultural groups; and presents sample lesson plans, annotated bibliographies, and evaluation instruments. (MAI)

**ED 154 435** CS 204 184

**Levy, Mark R.**

**The Audience Experience with Television News.**

**Journalism Monographs No. 55.**

Association for Education in Journalism.

Pub Date Apr 78

Note—29p.; May be marginally legible due to type size

Available from—Prof. Harold Wilson, AEJ Publications Manager, School of Journalism and Mass Communications, University of Minnesota, Minneapolis, Minnesota 55455 (\$2.50)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Audiences, Broadcast Television, \*Journalism, Mass Media, Need Gratification, \*News Media, Programming (Broadcast), Television Research, \*Television Viewing, \*Use Studies

**Identifiers**—\*Audience Response

"Audience experience" is a term used to denote the subjective meaning of news watching for the average American. This study examines audience experience in the following ways: the extent to which the television audience chooses, through self-defined goals, the television news broadcast they will watch, the uses and gratification associated with television news, and the implications of this data for broadcast journalism. From tape recorded group discussions with 24 television viewers, a questionnaire was devised which included, along with other measures, an inventory of colloquially worded statements regarding audience experience with television news. The questionnaire was administered to 240 adults

chosen from 40 randomly selected housing clusters. Results indicated that for at least one-half of the sample, viewing was accidental rather than deliberate; viewers tended to watch the news to keep informed about subjective interests and found the news content and format reassuring; and although a large percentage of the audience regarded the news as entertainment, over one-half of the viewers surveyed indicated dissatisfaction with the depth of news coverage. Tables of data are included. (MAI)

**ED 154 436** CS 204 186

**Shipley, Joseph T.**

**In Praise of English: The Growth & Use of Language.**

Pub Date 77

Note—302p.

Available from—Quadrangle/The New York Times Book Company, Inc., Three Park Avenue, New York, New York 10016 (\$12.95 cloth)

**Document Not Available from EDRS.**

**Descriptors**—\*Diachronic Linguistics, \*English, Etymology, Language Styles, \*Language Usage, \*Language Variation, Lexicology, Literary Conventions, Literary Genres, \*Morphology (Languages), \*Semantics

Filled with detail and trivia, this book is an informative, nonspecialized, and often humorous consideration of the vitality and variety of the English language. The book examines the origins of language and the history of English; the process of word formation and the origins of words; the problem of jargon; the prevalence of slang; synonyms, antonyms, and homonyms; the art and variety of swearing and cursing; euphemism and taboo words; the role of logic in conveying and concealing ideas; scientific, emotive, and persuasive language; the distinction between poetry and prose; fundamental qualities of literary forms; satire and irony; black humor and cruelty; criticism and the critic; metaphor and symbolism; word games, anagrams, and proverbs; and the problems of misused and pretended language. (DS)

**ED 154 437** CS 204 187

**Chall, Jeanne S., Ed. Mirsky, Allan F., Ed.**

**Education and the Brain; The Seventy-seventh Yearbook of the National Society for the Study of Education. Part II.**

National Society for the Study of Education, Chicago, Ill.

Pub Date 78

Note—413p.

Available from—The University of Chicago Press, 5801 S. Ellis Ave., Chicago, Illinois 60637 (\$13.00 cloth)

**Document Not Available from EDRS.**

**Descriptors**—\*Biological Sciences, Cognitive Development, Cognitive Measurement, Cognitive Processes, \*Education, Growth Patterns, Learning Processes, \*Mental Development, Neurological Defects, Neurology, \*Thought Processes

**Identifiers**—\*Brain

The brain sciences and education is the topic for this yearbook volume, which is divided into five parts. Part one consists of an introduction to the brain sciences that is a primer on the neuroanatomy, neurochemistry, and neurophysiology of the brain. Part two contains chapters on some of the basic processes of the brain: attention, cognition, motivation, language, and cerebral lateralization. Part three deals with brain dysfunction and recoveries. In part four the brain is described as triune, consisting of a primal mind, and emotional mind, and a rational mind. A theory of stages of brain development is also proposed. Part five offers a conclusion that points to the major implications for education and calls attention to the central theme—the potential for the constructive influence of education on the growth and optimal development of the brain. (JF)

**ED 154 438** CS 502 053

**Putnam, Linda L.**

**The Role of Communication Departments in Training the Trainers: Suggestions for Improving Preparation of Practitioners.**

Pub Date Apr 78

Note—39p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, Illinois, April 1978)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*College

Programs, \*Communication (Thought Transfer), Communication Problems, Educational Background, Educational Improvement, \*Educational Needs, Educational Programs, Higher Education, \*Organizational Communication, \*Surveys, Trainers, \*Training Techniques

**Identifiers**—\*Communication Trainers

Questionnaires were sent to communication trainers in diverse businesses and organizations to discern how they perform their teaching and consulting functions. Survey results were obtained from 57 respondents (28% response rate) for the following areas: topics dealt with in seminars, workshops, and courses on communication; primary sources for preparing instructors to teach communication seminars; the way trainers carry out their teaching and course evaluation functions; the role of trainers in handling communication problems that arise in their organization; steps taken by trainers to integrate training with job performance; the training skills that contribute to successful performance as a communication trainer; and respondents' ratings of the relative importance of six suggestions for improving university preparation of practitioners. (Implications of the research are drawn for organizational communication courses in colleges, tables of the survey results are provided, and a 17-item bibliography of relevant publications is included.) (GW)

**ED 154 439** CS 502 056

**Dance, Frank E. X.**

**The Acoustic Trigger to Conceptualization: An Hypothesis Concerning the Role of the Spoken Word in the Development of Higher Mental Processes.**

Pub Date Feb 78

Note—19p.; Paper presented at the Annual Meeting of the American Association for the Advancement of Science (Washington, D.C., February 16, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Auditory Perception, \*Child Development, Child Language, \*Cognitive Processes, \*Concept Formation, Conceptual Schemes, Early Childhood Education, \*Language Development, \*Learning Processes, Thought Processes

One of many aspects of the linguistic centrality of the spoken word is the "acoustic trigger" to conceptualization, the most significant primal trigger in human beings, which when activated results in contrast and comparison leading to symbolic conceptualization. The oral/aural mode, or vocal production and acoustic perception, is developmentally central in the capacity for human language, semanticity, and displacement. The acoustic trigger is essential to the normal initiation and development of conceptualization, mentation, and other higher mental processes. Research is recommended in the following topics: the critical states of the trigger's componential development; the development of total triggering capacity of a normal infant; the effects of trigger deficiencies on developmental stages of conceptualization and socialization; intervention techniques to improve trigger performance in children; augmentation of natural trigger strength to increase conceptual capacities; and the development of prosthetic devices for decentering and displacement. (DF)

**ED 154 440** CS 502 066

**Bliese, John**

**A Rhetoric of Ultimacy: Battle Orations.**

Pub Date Apr 78

Note—35p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, Illinois, April 13-15, 1978)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Chronicles, \*Medieval Literature, \*Persuasive Discourse, \*Rhetorical Criticism, Social Values, \*Speeches, \*War

The rhetorical strategies of the speechmaker become more interesting as the involvement and risk assumed by the audience increase. Battle orations given by military leaders to their troops just before fighting the enemy provide the ultimate in audience involvement and risk. Of some 200 chronicles of northern Europe from the twelfth and thirteenth centuries, 53 contain over 100 battle orations. When analyzed from the point of view of motives, specific arguments can be classified according to the appeal made to the fighting men: belief in the justice of the cause and the piety of the act; loyalty to the tradition of



victory made by one's ancestors; assurance of victory because of one's strength; possibility of victory despite being outnumbered; martyrdom for Christ in preference to victory; vengeance for one's comrades, for oneself, or for God; the impossibility of recourse or escape; and the fact that one has come for the express purpose of this battle. Less frequently cited appeals include: defense of one's self, family, country; material gain; glory; a glorious death; and the display of valor and prowess. Analysis of speeches that do not fit this pattern, such as one given over to enumerating the enemy's atrocities, reveals what may be close to authentic speeches rather than the formalized oratory of the chroniclers. (DS)

**ED 154 441** CS 502 070

Avery, Robert K.  
**Teaching Research in the Introductory Broadcast-  
ing Course: A Survey of the Field.**

Pub Date Apr 78  
Note—18p.; Paper presented at the Annual Meeting of the Broadcast Education Association (Las Vegas, Nevada, April 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Broadcast Industry, Communications, \*Core Courses, Curriculum Design, \*Curriculum Evaluation, Higher Education, \*Instruction, \*Mass Media, \*Media Research, School Surveys

Results of a 1977 survey of broadcast research coursework in higher education revealed that less than 50% of the institutions responding were teaching any of seven identified broadcast research topics. This study, a follow-up of the 1977 survey, sought to ascertain how research topics are treated in the undergraduate curriculum and to assess the extent of separate research units in the introductory broadcasting course. Response to three-page questionnaire yielded 129 usable responses. Conclusions from the study support these 1977 survey findings: research is being taught as part of courses (rather than as a separate course) at both the undergraduate and graduate levels, and most universities are not teaching research in their undergraduate programs. In addition, results of this study show that less than one-third of the introduction to broadcasting courses contain a separate unit devoted to broadcast research, that broadcast educators rank research as least important in content area, and that introductory courses that focus on broadcast research subjects appear to give students an academic advantage in more advanced research oriented courses. (MAI)

**ED 154 442** CS 502 071

Beebe, Steven A.  
**Orientation As a Determinant of Group Consensus  
and Satisfaction.**

Pub Date [75]  
Note—19p.; Study prepared at University of Miami

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Convergent Thinking, \*Group Discussion, \*Group Dynamics, Interaction Process Analysis, Intercommunication, Interpersonal Competence, Interpersonal Relationship, \*Orientation, \*Problem Solving, \*Self Reward, Speech Communication

Identifiers—\*Consensus, \*Orientation Behavior

This investigation assessed the importance of orientation behavior on group consensus and the individual satisfaction of participants. Students in four sections of an introductory speech course rated each classmate on a seven-point scale according to orientation behavior as manifested in the ability to resolve conflict, reinforce agreement, encourage participation, and make helpful suggestions. Groups were formed on the basis of the students' ratings. After a problem-solving session, participants were asked to evaluate the following: satisfaction with personal involvement in solving the problem, satisfaction with group participation, and willingness to engage in another problem-solving session with the same group. Results suggest that subjects in those groups with members rated high in orientation behavior were more satisfied with the discussion than were subjects in those groups with members rated low in orientation behavior. Orientation behavior did not seem to affect consensus as measured by the Perceived Consensus Test. (MAI)

**ED 154 443** CS 502 077

Garay, Ronald  
**Broadcasting and the U.S. Court of Appeals:  
Telecommunication Policy by Judicial Decree?**  
Pub Date Apr 78

Note—26p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Atlanta, Georgia, April 1978)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Broadcast Industry, \*Court Role, Decision Making, Federal Court Litigation, Federal Courts, \*Federal Regulation, Governance, \*Government Role, Legal Problems, \*Policy Formation, Public Policy, Radio, \*Telecommunication, Television

Identifiers—\*Federal Communications Commission

The Federal Communications Commission (FCC) is empowered with a delicate balance of executive, legislative, and judicial powers, putting the Commission in a vulnerable position whenever its decisions are reviewed. This paper takes the position that a "super-regulatory" title is unjustified when applied to the legally sanctioned role assumed by the United States Court of Appeals for the District of Columbia, the court that reviews the FCC's decisions. In support of that position, the paper reviews the origin, growth, and current status of the relationship between the FCC and the Court of Appeals, provides arguments supporting judicial prescription of telecommunication policy, and analyzes suggestions for restructuring the administrative/judicial apparatus for communication regulation. The vague "public interest" mandate wielded by the FCC is noted as the source of the FCC's vulnerability; however it is concluded that the Court of Appeals, rather than taking advantage of that vulnerability, has insured that every interpretation of "public interest" be carefully considered. In this way, reasonable, if not expert, judgment prevails in communications policymaking decisions. (RL)

**ED 154 444** CS 502 081

Consigny, Scott  
**Rhetorical Concealment.**  
Pub Date May 78

Note—19p.; Paper presented at the Theory of Rhetoric Conference (Minneapolis, Minnesota, May 5-6, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Credibility, Critical Thinking, Logical Thinking, \*Persuasive Discourse, \*Rhetoric, \*Rhetorical Criticism, Theoretical Criticism, \*Theories, Verbal Communication

Rhetorical theorists since Socrates have advocated a rhetoric that reveals truth and avoids concealment. This tradition rests, however on the questionable epistemological assumptions that data exist prior to the linguistic formulation of them and that such data can be articulated in objectively verifiable discourse. In opposition to this point of view, it can be argued that data are brought into existence by particular linguistic discourses and in turn support the discourses. Each particular discourse, in selecting certain data, must necessarily ignore and suppress others; no discourse avoids concealment altogether. Moreover, those discourses that appear to be impartial and objective are actually most deceptive, because they seduce the audience into believing that they portray an independent "truth." Therefore, rhetorical theory requires new strategies to unmask what such discourses conceal. (Author/MAI)

**ED 154 445** CS 502 086

Gandy, Oscar H., Jr.  
**Audience Production Functions: A New Look at  
the Economics of Broadcasting.**

Pub Date Apr 78  
Note—22p.; Paper presented at the International Communication Association (Chicago, Illinois, April 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Audiences, \*Broadcast Industry, Broadcast Television, Censorship, \*Commercial Television, Economics, Government Role, Media Technology, \*Programming (Broadcast), Television Research, Television Viewing, \*Violence

Because broadcasting is an industry that produces goods and services for sale, any government action which would limit its technical and economic efficiency represents a serious threat. Program violence raises much criticism; at the same time, the industry recognizes its audience-producing value. An audience production function estimate was derived from a study of seven weeks of television programs recorded between 1971 and 1976. The study measured televised violence according to seriousness, significance, rate, and the number of violent acts. In addition,

estimates of audience size for each program were recorded. Industry and network level analyses of the data revealed that while the average viewers do prefer more rather than less violence, audience size depends on which network airs the program and on what is available during the viewing time. These findings point the way toward improvement of regulatory efforts on the part of government agencies that seek to regulate program content. (MAI)

**ED 154 446** CS 502 088

Nyman, Sheldon J. Ohlendorf, Dawn  
**Serving Those Seeking Personal Growth: A Rationale and Model for Leadership Training and Laboratory Groups in the Community Colleges.**

Pub Date Nov 77  
Note—43p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Phoenix, Arizona, November 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Assertiveness, \*Communication Skills, Community Colleges, Intercommunication, Interpersonal Competence, Junior Colleges, \*Laboratory Training, \*Leadership Training, Performance Based Education, Speech Communication, Speech Instruction, Teaching Models

The speech classes in leadership training described in this paper consist of laboratory groups that give experiential training in interpersonal communication skills. These groups, comprised of students, faculty, administrators, and staff and community members, function under the direction of student facilitators who are intensively trained in the leadership class and who are supervised by instructors and tutors. The paper describes the process involved in the leadership class as follows: first, there is laboratory training for the students; then, the students become facilitators and process observers; finally, after passing a competency-based test, these students become part of a leadership team for a group. In conclusion, the paper describes a model program that has operated with 200 students per semester for seven years and examines the research that has been conducted on the model. (Author/MAI)

**ED 154 447** CS 502 089

Bray, Charles W., III  
**On the New International Communication Agency.**  
Pub Date Apr 78

Note—14p.; Paper presented at the Annual Meeting of the International Communication Association (28th, Chicago, Illinois, April 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Agencies, \*Agency Role, \*Communication (Thought Transfer), \*Cultural Awareness, Exchange Programs, Federal Government, \*Information Dissemination, Intercultural Programs, International Educational Exchange, \*International Relations, Speech Communication

Identifiers—\*International Communication Agency

The International Communication Agency (ICA) was created in April 1978 to help facilitate relations between the United States and other nations. Its main function is to enrich the supplies of information among peoples in order to enhance understanding. An examination of the international context in which the ICA will operate reveals the urgent need for shared knowledge and understanding. The ICA will continue the information dissemination and exchange programs of its two predecessors, the United States Information Agency and the State Department's Bureau of Educational and Cultural Affairs. It will also have a number of new emphases, including one on the function of communication in foreign relations and a shift from the use of persuasion to that of dialogue in dealing with other nations. Among the problems faced by the ICA are the need to overcome the outdated and artificial distinctions between "information" and "culture," the need to develop a conceptual framework for its work, and the need to inform United States citizens about its work. (GW)

**ED 154 448** CS 502 090

Hopper, Robert And Others  
**Perceptions of Candidates' Dialects in the 1976  
Presidential Debates.**

Pub Date [78]  
Note—15p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*College Students, Debate, \*Dialects, \*Dialect Studies, Northern Attitudes, Political Attitudes, Political Issues, Politics, Regional Dialects, Southern Attitudes, \*Surveys  
**Identifiers**—\*Carter Ford Debates, Presidential Campaigns

It is evident that, when dialect similarity exists between speakers and listeners, listeners tend to be more accepting of the speakers than when there is a difference in dialect. In order to ascertain the effects on listeners of the dialects of Ford and Carter in the 1976 presidential debates, a questionnaire was administered to 252 students who attended the University of Alabama, the University of Texas, and the University of Wisconsin at Madison. Immediately prior to the first debate, students were asked to indicate candidate preference; after the first and third debates, they were asked to indicate candidate preference, judge which candidate had won the debates, and tell whether each candidate's dialect was similar to or unlike their own. Analysis of the results indicated that respondents who perceived their own dialects to be similar to Ford's and unlike Carter's favored Ford in greater proportion than the overall Ford-Carter ratio, but that Carter failed to gain similarity advantages in a proportion approaching Ford's. (GW)

**ED 154 449** **CS 502 091**

**Blankenship, Jane**  
**On "Acknowledging" Problems and "Implementing" Solutions.**  
Pub Date Mar 78

Note—19p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Boston, Massachusetts, March 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Curriculum Design, Educational Change, \*Educational Planning, \*Educational Problems, \*Employment Opportunities, Higher Education, \*Job Market, \*Problem Solving, \*Speech Communication

One urgent practical problem faced by speech communication educators is the need to educate students with a serious concern for their subsequent employability. The shrinking academic job market for speech communication graduates is a reality with which speech communication educators must be concerned. Speech communicators are beginning to ask critical questions about alternative career opportunities for graduates, how to educate students to take advantage of those opportunities, and the impact of new training programs on current courses of study. A major effort is needed to explore these matters and to decide on a national scale what action should be taken. Another urgent problem for speech communicators is the need to face up to continued and serious questions raised by university administrators about the uniqueness of speech communication and its particular place in the curriculum. Professional meetings and conventions provide an opportunity for speech communicators to develop key concepts for their discipline and to discuss fundamental questions and values. In such serious colloquy, answers may be found to the questions of administrators. (GW)

**ED 154 450** **CS 502 092**

**Blankenship, Jane**  
**In the Presence of the Word: Rhetoric and Responsibility.**  
Pub Date Apr 78

Note—23p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Atlanta, Georgia, April 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Basic Skills, \*Communication Skills, \*Educational Needs, Higher Education, Language Skills, \*Language Usage, \*Public Speaking, \*Rhetoric, \*Speech Communication, Values

One of the major problems facing the profession of speech communication is the need for an increased concern with teaching the "basics" involved in listening carefully and speaking clearly and with vigor. Speech communication educators must take great care in defining the basics of discourse; they should teach the mechanics of grammar and syntax in context, teach a concern for the primacy of substance and ideas, and stress the need for clarity and precision of language. A second problem is the need to demonstrate a concern for clarity and precision in public discourse. Two current abuses of the public language are "doubletalk," an inaccurate use of

language, and "psychobabble," an imprecise use of terms denoting psychological states. A third major problem is the need for an increased concern with the value-laden aspects of discourse. Many public figures have spoken with intensity and direction in confronting value-laden choices, among them Adlai Stevenson, Margaret Chase Smith, Eleanor Roosevelt, and Martin Luther King. (GW) \*

**ED 154 451** **CS 502 094**

**Towers, Wayne M.**  
**Empirical Support for Some Major Supreme Court Decisions on Free Press/Fair Trial Conflicts.**

Pub Date Dec 77  
Note—21p.; Paper presented at the Annual Meeting of the Speech Communication Association (23rd, Washington, D.C., December 1-4, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Civil Liberties, Court Cases, Due Process, Equal Protection, \*Freedom of Speech, Justice, \*News Media, \*News Reporting, News Writing, Press Opinion, \*Social Problems, Social Science Research, \*Supreme Court Litigation

The free press/fair trial controversy hinges on two distinctions: "decorum" (the general manner in which a trial is comportment) vs. "substance" (the actual content of information relating to a trial, including both evidentiary and nonevidentiary information), and behavior within vs. behavior outside of the courtroom. Four major Supreme Court decisions provide evidence of that court's interpretations of those distinguishable terms, and preface a discussion of the court's "Nebraska Press Association et al., v. Stuart" decision. The resulting discussion reaffirms the paradox of maintaining the status quo; news media cannot be given full access to the courtroom because they are disruptive, but news media cannot be denied access because they are indispensable. (RL)

**ED 154 452** **CS 502 099**

**Weinberg, Sanford B.**  
**Not Whether You Win or Lose-It's How You Play the Game Theory.**  
Pub Date Apr 78

Note—15p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Cognitive Processes, \*Communication (Thought Transfer), Concept Formation, \*Conflict, \*Decision Making, Decision Making Skills, \*Game Theory, \*Logical Thinking, Probability, \*Problem Solving, Theories

The development of game theory was a response to a need to understand human decision making processes in situations of incomplete or imperfect information. By reducing decision making situations to probability game systems, it is possible to analyze and test various competitive strategies that maximize wins and minimize losses. Although game theory assumes rational situations faced by rational individuals, it is possible to apply it to situations in which available strategies are not used through application of the Augustinian interpretation which states that non-rational lack of information of a team is simply an additional variable adding to the positive score of the opponent. It can also be applied to situations in which all available strategies are not known, through applying the subjective rationality concept which assumes behavior is rational given the perceptual and evaluational premises of the subject. Therefore, in spite of sharp criticism of its limitations, game theory remains a strong tool in field situations for the analysis, if not the prediction, of decision making processes. (MAI)

**ED 154 453** **CS 502 100**

**Russ, F. Susan Ackerman**  
**Physician Reticence: Detection and Treatment.**  
Pub Date Apr 78

Note—19p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Anxiety, Assertiveness, Behavioral Science Research, Behavior Patterns, Body Language, \*Interaction, \*Interpersonal Competence, Interpersonal Relationship, \*Medical Education, Nonverbal Communication, \*Physicians, \*Socialization, \*Speech Communication, Verbal Communication  
**Identifiers**—\*Reticence

Evidence indicates that a significant number of medical students have pervasive communication problems that affect their interaction with patients, faculty, clinical associates, and hospital staff. This paper describes the dynamics of the communication syndrome (clinically identified as "reticence"), discusses the manifestations and implications of reticence for medical professionals, and outlines a comprehensive communication skills program designed for first-year medical students. Reticence, defined as the avoidance of social, verbal interactions or repeated ineffectiveness in communication encounters, is discussed according to eleven characteristics. The paper describes a pilot reticence program for first-year medical students which assumes the need for a physician to establish interpersonal relationships and follows a modified goal analysis format. The paper concludes that in spite of the program's one-year existence results are encouraging in that participants showed increased confidence interacting with faculty members in a video-taped diagnostic interview program. (MAI)

**ED 154 454** **CS 502 102**

**Nelson, Audrey A.**  
**Sex and Proxemics: An Annotated Bibliography.**  
Pub Date Feb 78  
Note—27p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Annotated Bibliographies, Body Image, \*Body Language, \*Kinesthetic Perception, Nonverbal Communication, \*Proximity, \*Sex Differences, \*Space Orientation  
**Identifiers**—\*Proxemics

This annotated bibliography focuses on the sex differences and similarities in two proxemic variables, physical distance and orientation of the body. The majority of the more than 90 titles, dating from 1965 to the present, are selected from the following sources: dissertation abstracts, social-psychology journals, communication journals, and unpublished papers. Tests that emphasize sex differences in proxemics are also cited. (MAI)

**ED 154 455** **CS 502 103**

**Snively, William B.**  
**An Instructional Model of the Process of Selectivity.**  
Pub Date 74

Note—8p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Attention, Behavioral Science Research, Communication (Thought Transfer), Conceptual Schemes, \*Instructional Aids, \*Intercommunication, Memory, \*Models, \*Perception, Recall (Psychological), \*Retention, Speech Communication  
**Identifiers**—\*Selectivity

In view of the importance of selectivity to the understanding of the interpersonal, small group, and public communication processes, this concept must be introduced into the communication classroom. This paper introduces an instructional model that simplifies the student's understanding of the four major steps involved in the selectivity process: selective exposure, attention, perception, and retention. Discussion is included regarding possible extensions of this model and suggested areas of classroom application. A diagram of the model is included. (Author/MAI)

**ED 154 456** **CS 502 104**

**Gordon, John B.**  
**A New Approach to Teaching Undergraduate Scene Design.**  
Pub Date Aug 77

Note—11p.; Paper presented at the Annual Meeting of the American Theatre Association (Chicago, Illinois, August 14-17, 1977); Photographs will not reproduce well. Best copy available

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Audiences, Communication (Thought Transfer), \*Design, \*Design Crafts, \*Dramatics, Higher Education, Imagination, \*Stages, \*Teaching Techniques, Theater Arts, Theaters, \*Visual Arts

Influenced by film and television exposure, the student designer tends to be camera oriented and two-dimensional in creating theatrical sets. This paper outlines six visual projects designed to help students develop a selective visual sense for dealing with the three-dimensional aspects of the stage. The projects include the following activities: selecting scenery elements that tell as much about the play as possible; creating a collage that

communicates the dramatic structure and atmosphere, the drama type, and the character relationships involved in a chosen play; working with an indoor-outdoor set to achieve effective movement patterns; matching setting to dialogue in a scale model of a one-act play; designing a floor plan and model for "Macbeth" in a non-technological cultural setting; and translating concept into reality through the scale construction of a one-setting modern play design. (MAI)

**ED 154 457** CS 502 106

Miller, Larry D.  
**Attraction and Communicator Style: Perceptual Differences between Friends and Enemies as a Function of Sex and Race.**

Pub Date Apr 78

Note—17p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Behavioral Science Research, Body Language, \*Conflict, \*Friendship, Interaction, Interaction Process Analysis, \*Intercommunication, \*Interpersonal Relationship, Nonverbal Communication, \*Perception, Racial Factors, Sex Differences, \*Speech Communication

Identifiers—\*Attraction

Research on attraction in an interpersonal context has strongly suggested that the more attracted two people are to one another, the more they tend to communicate. This study explored attraction and social interaction patterns at the perceptual level. Eighty male and female graduate students, 40 black and 40 white, completed a two part measure of attraction (physical and task) and a three part measure of dominance, argumentativeness, and dramatic components involved in communicative style. After completing the items dealing with self, each participant rated his or her best male friend, best female friend, worst female friend, worst male acquaintance, and worst female acquaintance. The data revealed no major sex related differences, except that males and females are more attracted to opposite sex friends than to same sex friends. Across both data sets a race effect was detected: for best friends, whites emphasize communicative dominance and task attraction, while blacks emphasize dramatic qualities, physical attraction, and argumentativeness. For worst acquaintances, blacks tend to stress dramatic qualities and physical attraction, while whites emphasize more task attractiveness, dominance, and argumentativeness. (MAI)

**ED 154 458** CS 502 107

Meadow, Robert G. Jackson-Beech, Marilyn  
**Candidate Political Philosophy: Revelations in the 1960 and 1976 Debates.**

Pub Date Apr 78

Note—25p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Communication (Thought Transfer), \*Content Analysis, Debate, \*Elections, Evaluation Methods, Media Research, \*Philosophy, \*Political Influences, \*Political Issues, \*Public Opinion

Identifiers—\*Political Campaigns

Since voters rarely have access to a candidate's unexpurgated statements, they rely on political advertising, film footage, and media interpretations. Thus, their expectations of candidates generally reflect selective reporting and self-aggrandizement. A framework for researching the degree of understanding reached between politicians and the public may be seen through the use of the coorientation model used in interpersonal research. A content analysis was prepared from transcripts of the first of the series of presidential debates in both 1960 and 1976, classified in terms of topics, issues, and other categories relevant to a candidate's political philosophy. A profile of each candidate's philosophy was prepared and compared to his revealed position. Postelection disillusionment was found to be proportional to the degree of variance between these positions. Such research in conjunction with measures of public perceptions should enable political communication researchers to understand performance in office and subsequent support demonstrated for elected leaders. (References and tabulated analysis data are included.) (DF)

**ED 154 459** CS 502 108

Nida, Richard A.  
**Changing Attitudes Toward an Authority Figure.**

Pub Date Apr 78

Note—11p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Behavioral Science Research, \*Changing Attitudes, Cognitive Processes, Cognitive Style, Communication Skills, \*Complexity Level, Higher Education, \*Individual Differences, Interpersonal Relationship, \*Response Mode, \*Stimulus Behavior

Identifiers—\*Authority

Two variables involved in attitude change provided the basis for this study, the cognitive complexity of the subject and the dimensions of stimulus materials. After a pretest, 165 interpersonal communication students were divided into two groups according to their cognitive complexity levels. The dimensions of the stimulus were presented on two levels: information that was unidimensional and information combined with three dimensions. Results indicated that subjects were most influenced by the stimulus message that fit their conceptual structure. The study concludes that both dispositional and situational factors must be considered if a maximum attitude change is expected. (Appendixes include the following: the information, the unidimensional stimulus, the combined dimension stimulus, and the rating chart used in the study.) (MAI)

**ED 154 460** CS 502 109

McCroskey, James C. McVetta, Rod W.  
**Classroom Seating Arrangements: Instructional Communication Theory Versus Student Preferences.**

Pub Date Apr 78

Note—15p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Anxiety, \*Classroom Arrangement, \*Classroom Communication, Classroom Design, \*Classroom Participation, College Students, Interaction, Interaction Process Analysis, Interpersonal Relationship, \*Participant Involvement, \*Student Attitudes, Student Teacher Relationship

Identifiers—\*Communication Research

A study surveyed 972 college students for their preferences in classroom arrangement (tradition straight-row, horseshoe, and modular) and their seating preferences within each style. Results indicated that students' arrangement preferences are influenced by both attractiveness of the course and the individual student's communication apprehension level. The conclusion developed from the data is that manipulation of either the type or the amount of communication in a classroom may be more difficult than previously believed, since such manipulation could hinder learning by engendering negative affective behavior in students. (Tables of findings are included.) (Author/RL)

**ED 154 461** CS 502 110

Ross, F. Susan Ackerman Sochat N.  
**Effect of Patients' Sex, Physicians' Attributes, and Patients' Complaint on Patients' Preference for Male vs Female Physicians.**

Pub Date Apr 78

Note—21p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Behavioral Science Research, Females, Males, \*Medical Care Evaluation, Medical Services, \*Patients (Persons), \*Physical Examinations, \*Physicians, Professional Occupations, \*Sex Role

In view of the dramatic increase in the number of women graduating from medical school in each of the past five years, this study explored patients' preferences for male versus female physicians. A questionnaire was designed to determine the patients' physician preferences in regard to each of the following areas: the sex of patient; the physician attribute variables, such as nature of recommendation, availability of physician, and age of the physician; and the nature of the patients' clinical problems. Results indicate that preferences were influenced by all three experimental variables. Specifically, patients tended to prefer same-sex physicians, especially for sex-

ual problems or those involving a thorough physical exam. Physician recommendation and physician availability variables were found to influence preferences for male rather than female physicians for both routine and potentially serious problems. (Author/MAI)

**ED 154 462** CS 502 111

Hunter, Richard E.  
**The Mental Health Center Climate Questionnaire.**

Pub Date Apr 78

Note—10p.; Paper presented at the Annual Meeting of International Communication Association (Chicago, Illinois, April 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Administrator Attitudes, Behavioral Science Research, Facility Inventory, \*Mental Health Clinics, Needs Assessment, \*Organizational Climate, \*Personnel Evaluation, \*Questionnaires, Role Perception, Staff Role

The community mental health center was the research setting for the development of an organizational climate questionnaire. Initially, a Q-Sort technique was applied to a large pool of items derived from existing climate questionnaire statements and interviews with mental health professionals. The item pool was administered to 440 mental health professionals employed in 24 community mental health facilities. Results of the factor analyses revealed an interpretable three-factor questionnaire for measurement of the mental-health clinic climate according to the following dimensions: administrative recognition, staff congruence, and facility conditions. (A sample questionnaire is included.) (MAI)

**ED 154 463** CS 502 118

Feehan, Michael  
**Variable Meanings in Empirical Rhetoric.**

Pub Date May 78

Note—19p.; Paper presented at the Annual Theory of Rhetoric Conference (Minneapolis, Minnesota, May 5-6, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Concept Formation, \*Definitions, Lexicology, Linguistics, \*Pragmatics, \*Rhetoric, \*Semantics, \*Semiotics, Verbal Communication

Identifiers—\*Empirical Rhetoric, \*Labov (William)

Despite the uniqueness of each individual's experience, approximate communication is possible in the margin of overlap between the speaker/writer's experience and that of the hearer/reader. This vague phrase, "margin of overlap," can be clarified and given an empirical base through application of the measure of vagueness developed in Labov's study, "The Boundaries of Words and Their Meanings." Labov shows that for words that refer to simple objects, the non-simple range of ascription can be described with great accuracy through study of actual speakers' uses of a word. A modal description of an object can be constructed that is linked to a list of key elements affecting ascriptions of the word. For technical discussions, this strict definition (modal with variables) gives an empirical base on which to ground discussion. Such strict definitions could be immediately useful in discussing terms like "art" and "novel," where Labov's model for strict definitions could be used to construct empirically valid, verifiable bases for such contested concepts. From these strict definitions it should be possible to construct loose, general definitions that meet speaker intuitions and incorporate all important variables, as is the case with words referring to simple objects. Such intuitively valid, empirically verifiable definitions could ground studies in margin of overlap, thereby grounding empirical rhetoric. (Author/DS)

**ED 154 464** CS 502 119

Cronen, Vernon E. Pearce, W. Barnett  
**The Logic of the Coordinated Management of Meaning: An Open Systems Model of Interpersonal Communication.**

Pub Date Apr 78

Note—55p.; Paper presented at the Annual Meeting of the International Communication Association (April 25-29, 1978)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Communication (Thought Transfer), Higher Education, \*Information Theory, Intercommunication, Interpersonal Relationship, \*Logic, Speech Communication, \*Systems Concepts

Identifiers—\*Communication Research



The current development of a communication theory known as coordinated management of meaning is presented in this report. The communication process is modeled as an open system; human actors constitute component subsystems with the ability to organize their cognitions into constitutive and regulative rules. The conjoining of individuals' rule sets forms the logic of the system. The metatheoretical underpinnings of the theory and an analysis of causal forces operating in the communications systems are provided, and special attention is given to structural variations within rules based on a proposed set of structural differentia. A set of theorems and axioms are offered, relating structural and content variation within rules to the functioning of communication systems. (Author/DF)

ED 154 465 CS 502 127

Kendall, Robert D.

Toulmin, Values, and the Rhetoric of Interpersonal Communication.

Pub Date Apr 78

Note—11p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, Illinois, April 1978); Best copy available

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Counseling, \*Intercommunication, \*Interpersonal Relationship, Models, \*Moral Values, \*Personal Values, \*Persuasive Discourse, Rhetoric, \*Social Values, Speech Communication, Values

In "The Uses of Argument" Stephen Toulmin developed a method for analyzing arguments that calls attention to the reasoning processes that undergird a speaker's claims. By changing three terms used in Toulmin's methods it can be applied to interpersonal communication to analyze the speaker's perspective on an issue. The term "argument" is changed to "perspective" in order to accentuate the shared relationship that is involved in interpersonal communication. "It seems to me" is substituted for "presumably" to focus on the individual as having responsibility for his or her own perceptions. "Claim" is changed to "assertion," which implies a more interpretive response to an individual's perception. A case study of a boy in Florida demonstrates the importance of discovering the values underlying the assertions the other makes. The boy's family and counselors considered him disturbed since his values differed from theirs. At no time did they seek to discover the boy's values, nor did they ask themselves to evaluate their own judgements. The application of this revised Toulmin model to interpersonal relationships can be a helpful procedure toward achieving understanding and mutual growth. (DF)

ED 154 466 CS 502 129

Hirsch, Paul M., Ed. And Others

Strategies for Communication Research. Sage Annual Reviews of Communication Research, Volume 6.

Pub Date 77

Note—285p.

Available from—Sage Publications, Inc., 275 S. Beverly Drive, Beverly Hills, California 90212 (\$18.50 cloth, \$7.95 paper)

Document Not Available from EDRS.

Descriptors—\*Adults, \*Communication Problems, \*Conceptual Schemes, Data Collection, Evaluation Methods, Higher Education, \*Mass Media, Models, \*Organizational Communication, \*Research Methodology, Research Needs, Speech Communication, \*Time Perspective

Identifiers—\*Communication Research

Each of the three sections of this book highlights a basic concept in communication research that needs more attention, and includes individual articles that review or apply new methods for the study of social communication. The first part deals with organizational analysis and field studies, and reminds its readers that mass communication is not produced in a vacuum. The second part emphasizes several conceptual issues inherent in decisions about data collection and modeling. The final section brings together conceptual and methodological issues concerning time as a variable. Each of the sections begins with an introductory essay by one of the book's editors, followed by articles describing possible applications in the field. (RL)

ED 154 467 CS 502 133

Zappen, James P.

Science and Rhetoric From Bacon to Hobbes; Responses to the Problem of Eloquence.

Pub Date May 78

Note—46p.; Paper presented at the Annual Theory of Rhetoric Conference (Minneapolis, Minnesota, May 5-6, 1978)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Communication (Thought Transfer), \*Intellectual History, Natural Sciences, \*Persuasive Discourse, \*Philosophy, \*Rhetoric, \*Science History, Sciences, Scientists

Identifiers—\*Bacon (Francis), \*Hobbes (Thomas)

Decisive changes in the history of rhetoric occurred with the publication of Francis Bacon's "Advancement of Learning" and "De augmentis scientiarum" and "Leviathan" by Thomas Hobbes. Bacon and Hobbes responded to the problem of eloquence common to scientists in the early seventeenth century, which centered on three major philosophical-rhetorical concerns: an interest in the persuasive as opposed to the communicative aspects of rhetoric, an interest in faculty psychology, and the interpretation of method. Although Bacon and Hobbes addressed similar concerns, their treatments differ in the following ways: Hobbes favored the recording and teaching functions of scientific communication to the persuasive aspects; Hobbes, in his interpretation of faculty psychology shifted the emphasis from audience centered to speaker/writer centered rhetoric; and Bacon viewed rhetorical method as persuasion following scientific innovation, while Hobbes regarded rhetorical method as scientific invention and demonstration. The problems of the rhetorical dimensions of science and especially of the roles of speaker or writer became lost in the physical sciences after Newton but have reappeared in the twentieth century's interest in the rhetorically concerned history and philosophy of science. (Author/DF)

ED 154 468 CS 502 136

Norris, Lynne

A Theatre Movement Bibliography, 1978 Edition. University and Coll. Theater Association, Washington, D.C.

Pub Date 78

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Acting, Anatomy, \*Annotated Bibliographies, \*Dance, \*Dramatics, \*Motion, Nonverbal Communication, \*Pantomime, Physical Activities, Physiology, Theater Arts

Identifiers—Kinesics

Reference materials that deal with various aspects of theater movement are grouped in this partially annotated bibliography under the following headings: anatomy, kinesiology, and physiology; combat and martial arts; integrated approaches to movement; mime; miscellaneous acting and movement approaches; movement notations systems; movement techniques and theories; and related dance and movement. The bibliography also contains an annotated list of information sources, a section on periodicals, and three pages of magazine articles that deal with theatre movement. (MAI)

ED 154 469 CS 502 137

Pearce, W. Barnett

Coordination and Enactment of Conversational Episodes: A Perspective on Interpersonal Communication.

Pub Date Dec 76

Note—15p.; Paper presented at the Annual Meeting of the Speech Communication Association (62nd, San Francisco, Calif., December 26-30, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Communication (Thought Transfer), Cultural Differences, \*Group Discussion, Group Dynamics, Information Theory, \*Intercommunication, \*Interpersonal Relationship, Methods, \*Speech Communication

Identifiers—\*Communication Research

A theory of interpersonal communication called "the coordinated management of meaning" (CMM) involves three propositions. (1) The fundamental unit of communication is the "speech act," something that the speaker does to the listener by making that particular message at that

time. (2) The structure of communication is episodic, consisting of a sequence of speech acts with a beginning, end, and internal structure. (3) Persons and cultures differ in terms of their repertoire of episodes; in the extreme form, cultural differences can make persons incomprehensible to each other. The implications of CMM involve personal transition, cross-group communication, episodic structure, and group structure. The research projects that have developed from the theory show that CMM is empirically relevant. (JF)

ED 154 470 CS 502 141

Cox, Carole

Film Study and Filmmaking in the Elementary School.

Pub Date Jun 73

Note—120p.; A Plan B Paper submitted as partial fulfillment of the requirements for the Master of Arts Degree, University of Minnesota; A number of pages in appendices may not reproduce well due to poor type

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Bibliographies, Communication Skills, Creativity, Elementary Education, Filmographies, \*Film Production, \*Film Study, Intermediate Grades, \*Language Arts, Literature Appreciation, \*Production Techniques, Teacher Education, \*Teaching Techniques, Units of Study, \*Visual Literacy

The introductory chapter of this paper asserts that film can be an integral part of the classroom language arts program and shows the relationship of filmmaking to literature appreciation, communication skills, reading, and the development of creativity. Chapter two justifies film as a creative art that should be taught to children; chapter three discusses visual literacy and suggests an approach to screen education; and chapter four, which surveys film in the elementary school, discusses the recent increase in student filmmaking, centers of screen education, and teacher preparation for screen education. Chapter five reports a 10-week unit on film study and filmmaking that was taught in grades four through six; the filmmaking procedures used in the unit are described in detail. The final chapter evaluates the unit in terms of children's learning gains in studying and producing films and offers suggestions for future film classes. The paper includes a bibliography of relevant publications, a filmography of films used in the unit, and appendices that describe the films made by the children and present additional information about their production. (GW)

## EA

ED 154 471 95 EA 010 383

Thompson, Sydney

Class Size. ACSA School Management Digest, Series 1, No. 12. ERIC/CMM Research Analysis Series, Number 39.

Association of California School Administrators; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 78

Contract—400-78-0007

Note—45p.

Available from—Association of California School Administrators; P.O. Box 39186, Rincon Annex, San Francisco, California 94130 (\$1.75 for ACSA members; \$2.75 nonmembers)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Academic Achievement, \*Class Size, Collective Bargaining, Declining Enrollment, Educational Policy, Educational Research, \*Effective Teaching, Elementary Secondary Education, \*Literature Reviews, Research Reviews (Publications), Small Classes, Student Teacher Ratio

While the desirability of small classes seems an article of faith among educators, a review of the research indicates that class size in itself has rarely shown a substantial effect on educational achievement. The research itself has been flawed by the impossibility of determining or measuring all the variables that changes in class size can affect. It may also be true that the positive effects attributed to smaller classes are not translatable into testable outcomes. In the end, educational goals, instructional strategies, and related context-

tual matters may be most important in determining optimum class size. Smaller classes require greater staffing, which could help satisfy teacher associations in a time of declining enrollment, but they also raise costs. A weighting system that favors students needing extra attention may be one way of making class size policies flexible. (Author/PGD)

**ED 154 472** EA 010 553  
**Illinois School Problems. Report of the School Problems Commission No. 14.**  
 Illinois School Problems Commission, Springfield.  
 Pub Date Jun 77  
 Note—89p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**  
 Descriptors—Committees, \*Educational Finance, Educational Problems, Elementary Secondary Education, School Attendance Legislation, \*Special Education, \*State Legislation, State Programs, Tables (Data), \*Truancy  
 Identifiers—Education for All Handicapped Children Act 1975, \*Illinois, \*Public Law 94 142

This is the 14th report of the Illinois School Problems Commission, a continuing legislative commission since 1957. The 14th School Problems Commission began its work at an organizational meeting in October 1975. Public hearings were held in early 1976 to identify crucial problems and issues. During the later half of 1976 and early 1977, four major subcommittees gathered data and ideas for the resolution of specific problems. The culmination of the commission effort was embodied in recommendations to the state superintendent of education, in recommendations to other agency heads, and in legislative proposals approved by the commission. This document represents a final report for the period and includes a summary of the recommendations made earlier. The major areas of concern were educational finance, special education, and truancy. Attention was also given to educational administration. Appendixes contain a comparison of Public Law 94-142 and the Illinois School Code, and a summary report of truancy in Illinois schools, 1976-77. (Author/IRT)

**ED 154 473** EA 010 556  
 Caldwell, William E. Vater, James J.  
**Analysis of Professional Salaries and Staff Ratios 1977-78. OMNI Report.**  
 Pennsylvania School Study Council, University Park.

Pub Date 77  
 Note—77p.; For related documents, see EA 010 557-558

Available from—The Pennsylvania School Study Council, Inc., 327 Cedar Building, University Park, Pennsylvania 16802 (\$10.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Administrative Personnel, Assistant Principals, Athletic Coaches, Elementary Secondary Education, \*Principals, Professional Personnel, \*Salaries, School Districts, School Superintendents, School Systems, \*Staff Utilization, \*State Surveys, Statistical Data, Student Teacher Ratio, Tables (Data), Teacher Salaries

Identifiers—\*Pennsylvania

This report contains data collected from 275 school districts in Pennsylvania for the 1977-78 school year. The data reflect policies and practices affecting salaries and staff utilization for professional employees. The report is divided into three major sections. The first presents comparative data for each of 40 variables on a statewide, size, and wealth basis. The second section examines each variable on a regional basis. The third section deals with the interaction of the control variables, district size and wealth, with the dependent variables of staff and salary. Data tend to support the hypothesis that principals serving on less than 12-month contracts earn more salary per month than their year-round colleagues. Teacher salaries appear to be quite comparable to principals' and, in fact, are slightly higher than those of certain elementary principals. Ratios for professional employees and pupils were calculated from data based on weighted average daily membership, not enrollment. (Author/IRT)

**ED 154 474** EA 010 557  
 Caldwell, William E. Vater, James J.  
**Analysis of Professional Fringe Benefits 1977-78. OMNI Report.**  
 Pennsylvania School Study Council, University Park.

Pub Date 77  
 Note—68p.; For related documents, see EA 010 556-558

Available from—The Pennsylvania School Study Council, Inc., 327 Cedar Building, University Park, Pennsylvania 16802 (\$10.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Administrative Personnel, Elementary Secondary Education, \*Fringe Benefits, Health Insurance, Leave of Absence, \*Professional Personnel, School Districts, School Systems, \*State Surveys, Teachers  
 Identifiers—\*Pennsylvania

This report contains data collected from 275 Pennsylvania school districts for the 1977-78 school year. The data reflect policies and practices affecting fringe benefits for professional employees. The report is divided into three major sections. The first section presents comparative data for 30 variables on a statewide, size, and wealth basis. The second examines each variable on a regional basis. The third deals with the interaction of the control variables, district size and wealth, with the dependent variable, fringe benefits. The data concerning insurance coverage indicate that most school districts provide hospitalization and life insurance coverage. The percent of school districts providing dental coverage has increased. Visual coverage was provided by relatively few districts. Graduate study reimbursement tended to be reported by roughly three-fourths of the school districts. Leave usage has increased and varies by regions and by size and wealth of districts. (Author/IRT)

**ED 154 475** EA 010 558  
 Caldwell, William E. Vater, James J.  
**Analysis of Nonprofessional School Employees Data 1977-78. OMNI Report.**  
 Pennsylvania School Study Council, University Park.

Pub Date 77  
 Note—78p.; For related documents, see EA 010 556-557

Available from—The Pennsylvania School Study Council, Inc., 327 Cedar Building, University Park, Pennsylvania 16802 (\$10.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Elementary Secondary Education, \*Food Service Workers, \*Fringe Benefits, Health Insurance, \*Nonprofessional Personnel, Paraprofessional School Personnel, \*Salaries, School Districts, School Systems, \*Secretaries, Staff Utilization, State Surveys, Wages, Working Hours

Identifiers—\*Pennsylvania

This report contains data collected from 275 Pennsylvania school districts for the 1977-78 school year. The data reflect policies and practices affecting salaries, fringe benefits, and staffing ratios for nonprofessional personnel. The report is divided into three major sections. The first section presents comparative data for a number of variables on a statewide, size, and wealth basis. The second examines each variable on a regional basis. The third deals with the interaction of the control variables, district size and wealth, with the dependent variables concerned with salaries, fringe benefits, and staffing ratios. Twelve variables were analyzed for each of four job categories—secretary, custodian, food service worker, and paraprofessional—and ten variables were analyzed for the remaining three job categories—supervisors of transportation, food service, and buildings and grounds. (Author/IRT)

**ED 154 476** EA 010 560  
 Halverson, Don E.  
**Time Management. Revised.**  
 San Mateo County Board of Education, Redwood City, Calif.  
 Pub Date Apr 78

Note—44p.; For a related document, see ED 093 062; Not available in paper copy due to color of print of original document; Pages 2-4 and part of 14 were deleted due to copyright restriction

Available from—Dr. Don E. Halverson, Educational Support and Planning Division, San Mateo County Office of Education, 333 Main Street, Redwood City, California 94065 (\$2.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Administrative Personnel, Autoinstructional Aids, Checklists, \*Management, \*Management Education, Time

Identifiers—\*Time Management

Effective management of time involves utilizing a few basic rules. These rules can be summarized as follows: (1) determine your goals and objectives in all major aspects of your life; (2) devote at least 25 percent of your work week to personal improvement in your managerial role; (3) block out a large amount of time daily for planning in your major management areas; (4) know and keep track of where your time goes; (5) prioritize your time to match your high-level objectives; (6) avoid barriers to effective time usage such as interruptions and television; (7) plan for and utilize basic time management tools such as proper delegation, role definition, and secretary development; (8) do not let your time be eaten up by others' demands. (Author/PGD)

**ED 154 477** EA 010 561  
 Jallade, Jean-Pierre

**Public Expenditures on Education and Income Distribution in Colombia. World Bank Staff Occasional Papers Number Eighteen.**

International Bank for Reconstruction and Development, Washington, D.C.  
 Pub Date 74

Note—74p.  
 Available from—The Johns Hopkins University Press, Charles & 34th Street, Baltimore, Maryland 21218 (\$4.00)

**Document Not Available from EDRS.**

Descriptors—Cost Effectiveness, Developing Nations, Differences, Economic Factors, \*Educational Economics, Educational Finance, Elementary Secondary Education, Family Income, Federal Aid, Foreign Countries, Higher Education, Regional Characteristics, Social Mobility, \*Socioeconomic Status, \*Statistical Data, Tables (Data), Taxes

Identifiers—\*Colombia, Income Redistribution

The costs of education are usually shared by governments and students. Cost benefit analyses have failed to indicate how these costs should be apportioned, since such analyses measure only economic benefits and leave out the psychological, sociological, and political benefits governments and educators must consider in financial planning. Economists have also ignored the question of how the increased cost of more effective education is to be paid and how much those paying but not being educated will stand to benefit. Analysis of the public financing of education in Colombia shows that such financing does contribute to redistributing income from the rich to the poor, particularly at the elementary level in urban areas where the poor benefit from public education while the rich make use of private schooling. Public support of secondary and higher education benefits the middle classes at the expense of both rich and poor. Public financing also tends to redistribute wealth from richer to poorer districts of the country. A dynamic analysis of the effects of such redistribution over time, which would have great implications for planning policy for the future, remains to be made. (Author/PGD)

**ED 154 478** EA 010 562  
 Jallade, Jean-Pierre

**Basic Education and Income Inequality in Brazil: The Long-Term View. World Bank Staff Working Paper No. 268.**

World Bank, Washington, D.C.  
 Pub Date Jun 77

Note—141p.; Derived from Research Project No. RPO-244; Not available in paper copy due to small print of much of the document; Some tables may not reproduce clearly

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Developing Nations, Differences, Educational Economics, \*Educational Finance, Educational Opportunities, Elementary Secondary Education, Family Income, Federal Aid, Financial Policy, Foreign Countries, Human Capital, Income, Public Policy, Regional Characteristics, Socioeconomic Influences, \*Socioeconomic Status, \*Statistical Data, Tables (Data)

Identifiers—\*Brazil, Income Redistribution

A statistical study of Brazilian education reveals that children of high-income, well-educated groups enjoy better educational opportunities and a usually higher rate of return on their educational investment than do the children of low-income groups. Poorer regions of the country, however, have a higher rate of return than do regions with a larger investment, indicating

ing a developing equalization of the regional averages of individual incomes nationwide. Education subsidies and tax policies favor low-income, educated individuals, but the effectiveness of these policies is offset by the better educational opportunities available to the high-income educated, partly through the availability of high cost private education. The Brazilian government is taking the necessary first step towards achieving income equality by increasing educational opportunity through the extension of state-subsidized basic elementary and lower secondary education to all regions of the country. Equalizing employment opportunities within the relatively healthy Brazilian economy and reducing education wastage through improved efficiency in the educational system are the next steps. Subsidizing the education of low-income groups more fully than that of higher income groups would cost money but could be effective, while increased taxing of the educated probably would not. (Author/PGD)

ED 154 479 95 EA 010 565

Wolcott, Harry E.

**Teachers Versus Technocrats: An Anthropological Innovation in Anthropological Perspective.**

Oregon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Note—262p.; Not available in paper copy due to small print size of much of the document

Available from—Publications Department, Center for Educational Policy and Management, 1472 Kincaid Street, Eugene, Oregon 97401 (\$8.95)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Adoption (Ideas), Case Studies (Education), Educational Accountability, \*Educational Anthropology, Educational Change, \*Educational Innovation, Educational Planning, Educational Researchers, Elementary Secondary Education, Group Structure, Inter-group Relations, Management Systems, Organizational Communication, Program Descriptions, Program Evaluation, Research and Development Centers, \*Systems Development, \*Teacher Administrator Relationship, Teacher Attitudes, Teacher Behavior

Identifiers—Center Advanced Study Educational Administration, \*Moisture Theory, Planning Programming Budgeting Systems, School Planning Evaluation Communication System, South Lane School District OR, SPECS

Too many educational researchers have been too attentive to innovations and too inattentive to how educators organize to cope with them. The use of anthropological concepts and methods in analyzing the educator subculture could improve planning and implementation of innovations. A study of the attempt to develop a variant of a planning, programming, budgeting system in Oregon by the Center for the Advanced Study of Educational Administration, using a local school district as a testing site, reveals the operation of a moiety-like social organization among educators. A moiety system involves the division of a group into two camps, each with different ways of viewing any situation. Interaction between the two subgroups involves the anthropological concepts of rivalry, reciprocity, complementarity, and conceptual antithesis. In the educator subculture this structure is seen in the distinction between the technocrats—those who seek and instigate educational innovation—and the teachers—those who must implement the new ideas. Because of communications failures and other problems, the specific project in question operated not so much to change the educational system's processes as to reveal them more clearly to the anthropologist's eye. (Author/PGD)

ED 154 480 EA 010 566

Carsello, Carmen J.

**Law in the Classroom. An Annotated Bibliography.**

Illinois Univ., Chicago. Chicago Circle Campus.

Pub Date 78

Note—62p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Annotated Bibliographies, Bibliographies, \*School Law

An annotated bibliography of some 236 items relevant to discussions of school law, from novels to government-published law and court reports. The material is listed alphabetically by author

within each document type (books; periodicals; documents; monographs and special reports; law reports; digests; newsletters; dictionaries, directories, and handbooks; encyclopedias; book reviews; miscellaneous). A list of titles of selected journals is appended. (PGD)

ED 154 481 EA 010 567

Garms, Walter I. And Others

**School Finance: The Economics and Politics of Public Education.**

Pub Date 78

Note—466p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$14.95)

Document Not Available from EDRS.

Descriptors—Accountability, Advisory Committees, Educational Economics, \*Educational Finance, Educational Policy, Elementary Secondary Education, Federal Aid, \*Finance Reform, \*Financial Policy, \*Government School Relationship, Higher Education, Money Management, Organization, Organizations (Groups), Parent Participation, \*Political Influences, Political Issues, Politics, Resource Allocations, School Community Relationship, School Role, State Aid, Tax Support, Teacher Associations, Urban Schools

Designed for use by students, policy-makers, educational administrators, social scientists, and lay citizens, this book analyzes three basic educational issues: the economics of education, the politics of educational finance, and the "new political economy" of education, which employs economic methods to study those governmental institutions responsible for educational policy. The book is in four parts. The first part, comprising three chapters, discusses the relationship between public policy, the government, and education. The next five chapters, the second section, describe the current organization and patterns of public educational finance in the U.S., including such factors as school organization, teacher associations, tax structures, and federal and state aid systems. The third section, also made up of five chapters, describes proposals for reforming school governance and finance. Of particular importance are schemes calling for state-supported basic education and school site management. The book's fourth section analyzes three special topics: management of capital, urban schools, and higher education. (PGD)

ED 154 482 EA 010 569

**A Programming System for School Location & Facility Utilization.**

North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date 77

Note—134p.; Not available in paper copy due to small print of much of the document; Some figures have grey backgrounds and may not reproduce clearly

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Attendance Patterns, \*Computer Programs, Elementary Secondary Education, \*Facility Utilization Research, Flow Charts, \*Integration Plans, Models, Residential Patterns, Site Selection, \*Student Transportation

A linear program model designed to aid in site selection and the development of pupil assignment plans is illustrated in terms of a hypothetical school system. The model is designed to provide the best possible realization of any single stated objective (for example, "Minimize the distance that pupils must travel") given any number of specified constraints (for example, "No school may have an enrollment greater than its design capacity," or "Racial percentages must be within predetermined bounds"). The model uses two programs written in Fortran, both documented in full in an extensive appendix. (Author/PGD)

ED 154 483 EA 010 570

**Long-Range School Facility Planning. An Evaluation of the North Carolina Procedure. A Report.**

North Carolina State Dept. of Public Instruction, Raleigh. Div. of School Planning.

Pub Date 75

Note—36p.; Not available in paper copy due to small print of original document; Photos may not reproduce clearly

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Facilities, Educational Planning, Elementary Secondary Education,

\*Facility Planning, Questionnaires, School Superintendents, State Departments of Education, State Programs, State Surveys

Identifiers—\*North Carolina Division of School Planning

To become an adequate educational facility, the school plant must be designed to house, promote, and enhance an educational program. As the community's educational needs change the program changes. Facilities should, therefore, be planned for change as well. While local administrators must be responsible for assessing changes in the community, they often need assistance from state departments of education in adapting their school plants most effectively. North Carolina responded to such needs by providing special funding and requiring that boards of education seeking such funds submit for approval long-range plans for school improvement and construction. A study revealed that the planning procedures prescribed by the state were not followed precisely, though these procedures were considered adequate by the superintendents who submitted plans. The plans themselves proved helpful in designing facilities, and the state's Division of School Planning served as an important tool in the planning process. (Author/PGD)

ED 154 484 EA 010 571

**Minimum Check List for Mechanical and Electrical Plans and Specifications. Fourth Revision. School Planning Guide Series 4.**

North Carolina State Dept. of Public Instruction, Raleigh. Div. of School Planning.

Pub Date Oct 75

Note—75p.; For a related document, see ED 082 351; Not available in paper copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Building Design, \*Check Lists, Design Needs, Diagrams, \*Electrical Systems, \*Equipment Standards, \*Facility Guidelines, Illumination Levels, \*Mechanical Equipment, \*Plumbing, Specifications

Identifiers—North Carolina

Characteristics expected of designs and plans for plumbing, mechanical, and electrical systems in the educational facilities of North Carolina are itemized. Each recommendation is identified as legally mandatory, advisable with exceptions, or merely accepted practice. (PGD)

ED 154 485 EA 010 572

**Education in Alaska 1976-1977. A Report to the People.**

Alaska State Dept. of Education, Juneau.

Pub Date 17 Oct 77

Note—53p.; Photos may not reproduce clearly; Statistics section may not reproduce clearly due to small print

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Elementary Secondary Education, Enrollment, Program Descriptions, \*State Departments of Education, State Programs, Statistics, \*Tables (Data)

Identifiers—Alaska, Alaska State Department of Education

This Alaska State Department of Education report on the school year 1976-77 briefly describes state boards and commissions, developments in the office of the commissioner, and the current status of programs in management, law, finance, educational program support, vocational rehabilitation, and the state libraries and museums. Information on enrollment, ethnicity, personnel, and finance is presented in a series of statistical tables. (PGD)

ED 154 486 EA 010 575

Caudill, William

**From Infancy to Infidelity.**

Pub Date [77]

Note—82p.

Available from—Sales Aids Center, Herman Miller, Inc., Zeeland, Michigan 49464 (\$8.00)

Document Not Available from EDRS.

Descriptors—\*Adult Education, Community Education, Early Childhood Education, \*Educational Alternatives, Educational Complexes, \*Educational Facilities, Educational Philosophy, Elementary Secondary Education, Post Secondary Education, School Community Relationship, Supplementary Educational Centers

Society is beginning to recognize that the need for education extends beyond the range



established for formal schooling. Education is a process that begins at birth and never ends, and is always a matter of individual capacities, interests, and needs. The schoolhouse concept, which limits education to that which can take place in a traditional space, is anachronistic in an age of telecommunications and computers. This outdated concept must be discarded in favor of a system that provides ready access to education to every citizen, regardless of age. A likely alternative involves a central Service Tender providing educational materials to widely disseminated Learning Stations. These stations, designed to serve numbers of students appropriate to the educational discipline and level using them, from one to hundreds, could be found in isolation or in clusters throughout the community, in government buildings, shopping centers, industrial parks, and so on. The most important requirements of any redesign of education and facilities are to foster the student, provide the student with an excellent teacher, provide the teacher with a good program, and, finally, design the space around the needs of the other three. (Author/PGD)

**ED 154 487** 95 **EA 010 576**

**Educational Research and Policy Formation.**  
CEA/CERA Research Conference (Calgary, Alberta, September 26-7, 1977).

Canadian Education Association, Toronto (Ontario).

Pub Date Apr 78

Note—128p.

Available from—The Canadian Education Association, 252 Bloor Street West, Suite S850, Toronto, Ontario, Canada M5S 1V5 (\$5.00)

**Document Not Available from EDRS.**

**Descriptors**—Administrative Personnel, Boards of Education, \*Educational Policy, \*Educational Research, \*Educational Researchers, Elementary Secondary Education, Financial Policy, Foreign Countries, Higher Education, \*Policy Formation, Political Influences, Politics, Public Opinion, Research Problems, \*Research Utilization, Second Language Learning, Urban Education

**Identifiers**—Canadian Educational Researchers Association, Canadian Education Association Canadian educators, researchers, and politicians gathered for a two-day conference in 1977 on the question of how educational research affects the formation of educational policy. The sixteen speakers analyzed the basic question from the points of view of the provincial politician, the school board chairman, the administrator, and the researcher, as well as in terms of large urban districts, smaller districts, governmental bureaucracies and financial structures, and public opinion, among others. Three summarizing statements concluded the conference. (PGD)

**ED 154 488** 95 **EA 010 579**

**State Compensatory Education. Final Technical Report 1975-76. Appendixes.**

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 30 Jun 76

Note—151p.; For a related document, see EA 010 580; Not available in paper copy due to small print in parts of the original document

Available from—Office of Research and Evaluation, Austin Independent School District, 6100 Guadalupe, Austin, Texas 78752 (\$2.65)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Administrator Attitudes, Basic Skills, Bilingual Education, \*Compensatory Education Programs, Data Analysis, \*Educational Assessment, Elementary Education, Enrollment Influences, Interviews, \*Measurement Instruments, \*Program Evaluation, Questionnaires, School Aides, Statistical Data, Student Attitudes, Tables (Data), \*Teacher Attitudes

**Identifiers**—Austin Independent School District TX

This material consists of ten appendixes to the Final Report for 1976-77 on the implementation of the Texas state-supported compensatory education program in the Austin Independent School District as evaluated by that district's Office of Research and Evaluation. The instruments used in the evaluation process are described or presented in full, the methods of their application discussed, and the results explained in tabular or narrative form. These instruments consisted of

(1) the California Achievement Test, (2) the School Sentiment Index, (3) principal interviews, (4) teacher interviews, (5) aide questionnaires, (6) area director/instructional coordinator questionnaires, (7) reading teacher interviews, (8) education planner interviews, (9) an attendance study for one school and (10) a Workshop Evaluation Scale. (PGD)

**ED 154 489** 95 **EA 010 580**

**State Compensatory Education. Final Report 1975-76.**

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 30 Jun 76

Note—70p.; For a related document, see EA 010 579; Not available in paper copy due to small print of parts of the original document; Some tables may be marginally legible

Available from—Office of Research and Evaluation, Austin Independent School District, 6100 Guadalupe, Austin, Texas 78752 (\$2.45)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Basic Skills, \*Bilingual Education, Compensatory Education Programs, Elementary Education, Program Descriptions, \*Program Evaluation, Tables (Data), Teacher Attitudes

**Identifiers**—Austin Independent School District TX

The state-funded compensatory education program instituted in the Austin Independent School District in Texas in 1975 consisted of a basic skills component (communication skills/reading and math) for students meeting ESEA Title I criteria, and a bilingual component designed to mesh with the ESEA Title VII Bilingual Project. Enthusiasm for the program has been high because each school plans its own strategy for implementation, with local school staff closely involved in the process. Unfortunately, the extensive planning period required prevented timely implementation of the program, and evaluation of the results as of 1976 is therefore not available. The baseline information provided in this report will for that reason be coordinated with information gathered in a forthcoming report on the 1976-77 year, in order to evaluate program results. (Author/PGD)

**ED 154 490** 88 **EA 010 581**

**The Design and Implementation of a Model Evaluation Capability. 1975-76 Final Report. Title III Project.**

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 30 Jun 76

Note—47p.; Figure II-3 may not reproduce clearly

Available from—Office of Research and Evaluation, Austin Independent School District, 6100 Guadalupe, Austin, Texas 78752 (\$1.85)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Educational Research, Elementary Secondary Education, Program Descriptions, \*Program Evaluation, Research and Development Centers, Research Projects, School Districts, School Systems

**Identifiers**—Austin Independent School District TX

The Austin Independent School District received an Elementary and Secondary Education Act Title III grant in 1973 to develop an internal research and evaluation capability. Funding was provided the resulting Office of Research and Evaluation (ORE) for three years. The foci of the original grant were (1) to develop a district evaluation model, (2) to evaluate federal and district developmental programs, (3) to coordinate research done in the district by outside researchers, and (4) to develop the Texas Joint Urban Evaluation Council to promote information-sharing among the seven large Texas cities. Of seven objectives for the final year of the project, six were achieved, including refinement and documentation of the evaluation model, planning and refinement of the instructional program evaluation data base, and dissemination of project information locally and nationally. An evaluation indicates that the project should be continued when federal funding runs out, though some organizational changes may be required. Future goals for ORE include improving the technical

quality of evaluations, the internal efficiency of ORE operations, and the understanding in the district of information provided by ORE. A history of the creation of ORE and a description of its organization and functions help document the evaluation of the project. (Author/PGD)

**ED 154 491** 88 **EA 010 582**

**Lyndon Baines Johnson (LBJ) High School. Evaluation Design. 1974-1975.**

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date 26 Feb 75

Note—38p.; Not available in paper copy due to small print of much of the original document; Some pages may be marginally legible

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Educational Objectives, \*Evaluation Methods, \*Individualized Instruction, Program Evaluation, Senior High Schools

**Identifiers**—Austin Independent School District TX

The Lyndon Baines Johnson High School in Austin, Texas, was designed to provide a responsive, individualized instructional climate at the high school level, partly because of tensions accompanying desegregation, high drop-out rates, and low achievement rates in basic skills. Evaluation of this program is intended to determine whether the educational design of the school is proving workable. The answer will be sought through an analysis of the educational program's objectives, using standard tests and a locally developed needs assessment instrument. The first year's evaluation, outlined in the document, is intended only to provide a baseline against which to measure the school's progress in the future. (Author/PGD)

**ED 154 492** 95 **EA 010 583**

**Internal Communication Study. 1974-75 Evaluation Report.**

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 2 Jun 75

Note—76p.; Page 2 removed due to copyright restriction; Page 23 may be marginally legible due to light type

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors**—\*Administrative Personnel, Administrator Attitudes, Attitudes, Check Lists, Communication (Thought Transfer), Elementary Secondary Education, Guidelines, Interscholar Communication, \*Organizational Communication, Program Descriptions, Questionnaires, School Districts, School Secretaries, School Systems

**Identifiers**—Austin Independent School District TX

This report attempts to identify some communication problem areas in the Austin Independent School District, based on an open-ended interview questionnaire and a network analysis. Guidelines based on a review of the literature are included for communicators at all levels of the organizational structure. Backup summaries of that review are also presented. Sample checklists and instruments for evaluation of some communications areas form an appendix. (Author/PGD)

**ED 154 493** 88 **EA 010 584**

**Individually Guided Education (IGE) Program. 1974-1975 Final Report.**

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 23 Jun 75

Note—35p.; For a related document, see EA 010 585; Not available in paper copy due to small print in parts of the original document; Some tables may be marginally legible

Available from—Office of Research and Evaluation, Austin Independent School District, 6100 Guadalupe, Austin, Texas 78752 (\$1.45)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Academic Achievement, Elementary Education, \*Individualized Instruction, \*Program Evaluation, Student Attitudes, Tables (Data)

**Identifiers**—Austin Independent School District TX, California Achievement Tests, \*Individually Guided Education

This report is the continuation report of an evaluation of the implementation of the Individually Guided Education (IGE) Program in the Austin (Texas) Independent School District which began during the second year of the program implementation in 1973-74. The evaluation continued to focus this year on the achievement of program inputs, processes, and outcomes in 11 IGE and 11 matched comparison schools. The major emphasis of the evaluation this year was on determining program effects on student outcome behaviors. Utilized in the study were teacher and parent questionnaires; scores from the California Achievement Tests, the Piers-Harris Children's Self-Concept Scale, the School Sentiment Index, a Reading Attitude Test, a Math Attitude Test, and a student behavior rating scale; and classroom observations. Despite some positive effects demonstrated on objectives in the affective area, the lack of positive results on achievement led to the conclusion that the IGE program should be discontinued. (Author)

**ED 154 494** 88 EA 010 585  
Individually Guided Education (IGE) Program.  
1973-1974 Evaluation Report.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jul 74

Note—226p.; For a related document, see EA 010 584; Not available in paper copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Academic Achievement, Adoption (Ideas), Affective Tests, Case Studies (Education), Cognitive Tests, Comparative Analysis, \*Educational Innovation, Elementary Education, Evaluation Methods, \*Individualized Instruction, Models, Parent Attitudes, Program Descriptions, \*Program Evaluation, Questionnaires, Self-Concept, Statistical Data, Student Attitudes, \*Tables (Data), Teacher Attitudes, Test Results

Identifiers—Austin Independent School District TX, Individually Guided Education, Piers-Harris Self-Concept Scale

This report presents data gathered during the 1973-74 school year on the Austin Independent School District (Austin, Texas) implementation of the Individually Guided Education Program (IGE). Classroom observation indicates on the whole that the 11 schools identified as IGE exhibit greater degrees of implementation of characteristics associated with IGE than do 11 comparison schools; teacher questionnaire data in part verify this for some processes, but not others. Considerable variation is noted among schools within both the overall IGE and the comparison group with respect to the degree to which various processes and inputs are actually implemented. Both parents and staff generally express favorable attitudes toward IGE. Staff members do express some dissatisfaction with the level of support and training they have received. Evidence gathered on various affective and cognitive outcome measures do not, by and large, demonstrate any appreciable differences between IGE and non-IGE comparison schools. Focused case studies of eight randomly selected students indicate striking differences in how IGE and comparison school students spent their days. (Author)

**ED 154 495** 88 EA 010 587  
Evans, Max W. And Others  
Trends in Collective Bargaining in Public Education.

American Association of School Personnel Administrators, Seven Hills, Ohio.

Pub Date Mar 78

Note—110p.; A study of the Negotiations Committee

Available from—American Association of School Personnel Administrators, 6483 Tanglewood Lane, Seven Hills, Ohio 44131 (\$5.00; orders for single copies must be prepaid)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Administrator Attitudes, Arbitration, \*Collective Bargaining, Costs, Elementary Secondary Education, Employee Attitudes, Employer Attitudes, Federal Legislation, Grievance Procedures, Labor Legislation, Literature Reviews, Negotiation Impasses, Personnel Directors, Public Opinion, State Legisla-

tion, Statistical Data, \*Statistical Surveys, Tables (Data), Teacher Associations, \*Teacher Attitudes, Teacher Strikes

To enlarge and update the body of knowledge concerning trends in collective bargaining and to better prepare administrators for their roles in collective bargaining, the American Association of School Personnel Administrators' (AASPA) standing Negotiations Committee sent questionnaires to 750 administrators, teacher association leaders, and members of the National Association of Educational Negotiators. From the 400 responses and a review of the literature several developments can be anticipated. The number of states with laws permitting collective bargaining and the number of school districts with negotiated agreements have grown over the last fifteen years and are likely to continue to grow. Clauses on class size, salary, professional and personal leaves, hospitalization, life insurance, and dental care are expected to be included in contracts in the near future. Open shops are likely to remain the rule, and dues checkoff systems are growing in number. The use of mediation for impasse resolution is expected to increase, as is the use of strikes. The trend toward administrative collective bargaining is clear. Other issues touched on include the negotiation context, grievance and complaint procedures, alliances with outside organizations, public opinion's role, and the administrative costs of collective bargaining. (Author/PGD)

**ED 154 496** 88 EA 010 588  
Pre-Employment Evaluation Forms. Examples of Forms Used in the Pre-Employment Evaluation of Candidates for Teaching Positions.

American Association of School Personnel Administrators, Seven Hills, Ohio.

Pub Date [77]

Note—32p.; Some pages may not reproduce clearly

Available from—American Association of School Personnel Administrators, 6483 Tanglewood Lane, Seven Hills, Ohio 44131 (\$3.00; orders for single copies must be prepaid)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Elementary Secondary Education, Personnel Directors, Records (Forms), Teacher Background, \*Teacher Evaluation, Teacher Selection

Examples of forms 20 school districts use to obtain personal references on teacher candidates are reproduced. (PGD)

**ED 154 497** 88 EA 010 589  
Adams, Pearce T. And Others  
Principals, Supervisors, and Beginning Teachers: Their Opinions Regarding Competencies for the Professional Certification of Teachers.

Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Program and Staff Development.

Pub Date Mar 78

Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978); Not available in paper copy due to small print of much of the original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Administrator Attitudes, \*Beginning Teachers, Elementary Secondary Education, Principals, State Surveys, Statistical Data, Statistical Surveys, Supervisors, Tables (Data), \*Teacher Attitudes, \*Teacher Certification, \*Teacher Evaluation, Teacher Qualifications, \*Teaching Skills

Identifiers—Adequate Program for Education in Georgia, Georgia

A statutory requirement that Georgia revise its beginning teacher certification process to reflect on-the-job performance rather than work performed in college was enacted in 1973 as part of the Adequate Program for Education in Georgia (APEG). Following a statewide survey, 33 teacher competency statements were accepted for incorporation into five instruments for teacher assessment. This follow-up study of 85 principals, 74 supervisors, and 942 beginning teachers reveals that principals regard the established competencies as more essential to certification than do the other two groups, particularly the teachers, and that principals place greater emphasis on managerial and administrative abilities while the other two groups stress instructional competencies. The disparity between teachers'

and administrators' views on the essential nature of the competencies may indicate a need for in-service programs to allow the groups to seek shared perceptions of the requirements. Whether salaries will be related to performance as measured by the competency process must also be determined. (Author/PGD)

**ED 154 498** 88 EA 010 592

Accountability in Alabama Schools. Report 24.

Alabama Education Study Commission, Montgomery.

Pub Date Mar 78

Note—25p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Cost Effectiveness, Educational Accountability, Elementary Secondary Education, Management by Objectives, \*Management Systems, Pilot Projects, \*Program Budgeting, Program Descriptions, \*Program Evaluation, School Systems

Identifiers—Alabama, \*Program Management and Budgeting

The Alabama Education Study Commission conducted a five-year project to find adequate measures of accountability for schools. The result, developed, implemented, and tested in 11 school districts in Alabama, was a Program Management and Budgeting (PMB) system combining elements of zero-base budgeting and management by objectives. PMB has the capability to identify program resources, set program objectives, measure program effectiveness, and provide the public with accurate and timely information about their schools. Two major problems discovered in similar systems developed in other states were overcome. Identifying program structure accurately before developing the chart of accounts solved the first, while the management tool aspect of PMB resolved the second, lack of communication between fiscal and program personnel. Direct benefits of the PMB system included improved efficiency and effectiveness through greater control and more informed decision-making. Citizen participation and public credibility and trust also increased. The refusal of the Alabama Department of Education to permit fiscal reporting in a program budgeting format needs to be reversed and all school systems in the state need to use PMB if the new system is to bear full fruit. A formal pilot program evaluation is provided as an appendix. (Author/PGD)

**ED 154 499** 88 EA 010 599

Cunningham, Paul H.

Decentralized Budgeting: Making the Management Team Work.

Pub Date 3 Apr 78

Note—16p.; Paper presented at the Annual Meeting of the National School Boards Association (38th, Anaheim, California, April 1-4, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Administrator Role, \*Budgeting, \*Decentralization, \*Decision Making, Elementary Secondary Education, \*Principals, Team Administration

Identifiers—Management Teams

School principals tend to be well enough trained to serve as superintendents or assistant superintendents and to expect and receive high salaries as a result. This training ought to be put to use by involving school principals more thoroughly in the decision-making process. While boards of education retain the authority for fixing the budget and superintendents see that the budget is met, principals should have more say in how that budget is applied in their individual buildings. This will allow principals to respond innovatively to the local situation in terms of personnel, materials, and curriculum, within bounds established by policy, while leaving central office personnel free to concentrate on broad goals and directions, evaluations, and development of the school system as a whole. (Author/PGD)

**ED 154 500** 88 EA 010 600

Griffin, Gerald Rostetter, David

A Conflict Theory Perspective for Viewing Certain Problems Associated with Public Law 94-142.

Pub Date Mar 78

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Conflict, \*Educational Change, Educational Legislation, Elementary Secondary Education, Federal Legislation, Federal Regula-

tion, \*Federal State Relationship, Government Role, \*Parent Participation, Parent School Relationship, Theories

**Identifiers—Conflict Theory, Public Law 94 142.**  
Public Law 94-142, passed in November of 1975, requires that the states provide "equal educational opportunity" to the handicapped. This law thus serves as an excellent example of mandated or "power-coercive" change, in which change is generated from the outside through the use of political and economic sanctions. Sociology's conflict theory perspective, as represented by Ralf Dahrendorf and Randall Collins, argues that coercion results in attempts either to fight back or to escape, or if neither outlet is available, to comply as minimally as possible. When the federal government mandates change in a system as susceptible to power influences as education, the entire social environment can be affected. This paper provides a framework for analyzing mandated change in education by outlining the problems in four specific areas affected by P.L. 94-142: federal control, parental involvement, staff-administrative relationships, and resource linkage systems. (Author/PGD)

ED 154 501 EA 010 601

Barnabe, Clermont

**What's So Canadian About Canadian Educational Administration?**

Pub Date 31 Mar 78

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Differences, \*Educational Administration, \*Foreign Countries, Language Role, Regional Characteristics

Identifiers—Canada, \*Quebec

In a brief response to other papers presented as part of a symposium entitled "What's So Canadian About Canadian Educational Administration," at the 1978 Annual Meeting of the American Educational Research Association, the author argues against seeing Canada as merely an extension of the United States, or seeing his own Quebec as merely an extension of Canada. Differences between these regions exist for social, cultural, historical, political, geographical, and even psychological reasons, and any attempt to ignore those differences will cause problems. The different regions can serve, however, as proving grounds for testing theories of educational administration, and by working within their own appropriate sociocultural frameworks, can help expand the base on which administrative knowledge is built. (Author/PGD)

ED 154 502 EA 010 602

Doyle, Vincent

**Curricular Focus and Change Through Legislative Mandate: The State of Washington Approach.**

Pub Date 30 Mar 78

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adoption (Ideas), Basic Skills, \*Educational Accountability, \*Educational Legislation, Educational Objectives, Elementary Education, \*State Legislation, \*State School District Relationship

Identifiers—\*Washington

Washington's recently enacted Student Learning Objectives Law demands that local districts implement a program designed to provide statewide educational accountability. The law ignores the complexity of such an implementation, providing no funding, no rewards for success, no assistance or training in developing implementation techniques, and a very small role in the objective-setting process for anyone at the local level. Comparison of Washington's plan with similar plans already in use in other states indicates a likelihood of failure. While the law was apparently intended to foster a reconsideration of the direction of education, its actual result will probably be to reduce educators' goals to the realization of legislatively mandated standards. A number of suggestions for improving the program conclude the paper. (Author/PGD)

ED 154 503 95 EA 010 603

Mohrman, Allan M., Jr. And Others

**Developing Technical Core Problem Solving in Schools: An Empirical Test of a Structural Intervention. Working Paper Series 78-22.**

Ohio State Univ., Columbus. College of Administrative Science.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 78

Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978); Tables III.1, III.4, and the appendix may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Change Agents, Data Analysis, \*Decision Making, Educational Research, Elementary Secondary Education, Experimental Programs, Feedback, Models, \*Organizational Development, \*Problem Solving, School Organization, Teacher Attitudes, \*Teacher Participation, Teacher Role

In the course of carrying out the technical tasks of the school, teachers encounter common problems that do not impose on those in managerial roles. School organizations are typically structured in such a way as to prevent the information sharing and processing necessary to confront these problems. A collective decision-making structure for teachers is needed to supplement the traditional institutional decision-making structure of the school system. This paper describes and evaluates a survey-feedback-based, problem-solving structural intervention originally conceptualized and tested in an earlier experiment. A three-year project using a refined version of an earlier design and a quasi-experimental research design is reported on in this document. Results of the project were generally favorable, with teachers taking a greater role in decision-making, but a need was seen for further work to make the system compatible with the existing wide range of school patterns and needs. (Author/PGD)

ED 154 504 24 EA 010 604

Evans, Francis B. Harmon, Judson A.

**The Wisconsin Educational System as Perceived by the General Public, Teachers, LEA Administrators, Principals, and School Board Presidents.**

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 27 Mar 78

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978); Not available in paper copy due to broken print of original document; Figures 3 and 4 may be marginally legible

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Attitudes, \*Educational Needs, \*Educational Objectives, Educational Planning, Elementary Secondary Education, \*Needs Assessment, Operating Expenses, Performance Based Education, Public Opinion, School Closing, School District Spending, \*School Surveys, State Departments of Education, \*State Surveys, Statistical Analysis, Teacher Attitudes

Identifiers—\*Wisconsin

During the spring of 1977 three statewide surveys were conducted by Wisconsin Department of Public Instruction (DPI) staff. Survey contents and respondents were entirely different in each. About 450 Wisconsin citizens over age 18 were polled via telephone on items related to school costs, educational goals, DPI functions, and some legal issues. Teachers and administrators from 190 of Wisconsin's 436 school districts were surveyed via two separate mailed questionnaires. The teacher survey dealt with a variety of services, conditions, and materials that are needed in order to do a satisfactory job in teaching children. The administrator survey dealt with over 50 different activities and services performed by the DPI in cooperation with school districts. The teachers and administrators were asked to indicate how important each item was and how well it had been provided. Response rates, after follow-ups, were about 75 percent except for school board presidents. Methods, results, and attempts to get the results used by DPI administrators are discussed. (Author/MLF)

ED 154 505 EA 010 605

**School Data Processing Services in Texas: A Cooperative Approach.**

Texas Education Agency, Austin.

Pub Date Apr 78

Note—48p.; Not available in paper copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Computer Assisted Instruction, \*Computer Science, Data Bases, Data Processing, \*Delivery Systems, Elementary Secondary Education, \*Information Services, \*Intermediate Administrative Units, \*Management Information Systems

Identifiers—\*Texas

The Texas plan for computer services provides services to public school districts through a statewide network of 20 regional Education Service Centers (ESC). Each of the three Multi-Regional Processing Centers (MRPCs) operates a large computer facility providing school district services within from three to eight ESC regions; each of the five Regional Processing Center (RPC) computer facilities provides services to school districts within one ESC region; and Remote Job Entry (RJE) terminals transmit data and instructions from an ESC or a school district to an MRPC where actual processing takes place. Among the computer applications available to school districts are information search and retrieval, problem-solving, simulation, property accounting, class scheduling, grade reporting, student master files, attendance accounting, test scoring, payroll, financial accounting, tax accounting, and personnel accounting. This booklet contains information about the objectives and financing of the plan; and tables that show for the MRPCs and RPCs the personnel, participation in the different services offered, hardware information, and the 1977-78 budget. A directory lists the statewide advisory committee for computer services and education service center executive directors. (MLF)

ED 154 506 EA 010 606

**Educational Specifications: Performing Arts/Cultural Center.**

Pima Community Coll., Tucson, Ariz.

Pub Date Apr 78

Note—54p.; Appendixes may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Acoustical Environment, Architectural Programming, Arts Centers, Community Colleges, Construction Costs, \*Educational Specifications, \*Facility Guidelines, \*Facility Requirements, Higher Education, Lighting, \*Music Facilities, Needs Assessment, Performance Specifications, Space Utilization, \*Theaters

Identifiers—Arizona (Tucson), \*Pima Community College AZ

The report contains a brief explanation of the need for, and justification of, and the basic construction requirements for a performing arts cultural center on the West Campus of Pima Community College. The spatial needs are outlined and the architectural specifications for the instructional area and the performing facility are listed. Additional supporting information is in the appendixes and in the bibliographical references. The report, prepared by academic professionals who would be using the proposed building, represents the conceptual phase of the project and does not reflect the direct involvement of an architect. (Author/MLF)

ED 154 507 EA 010 607

Stein, Richard G. And Others

**Low Energy Utilization School Energy Conservation Operation Manual. Phase 2: Report.**

New York City Board of Education, N.Y.

Spons Agency—National Science Foundation, Washington, D.C. RANN Program.

Report No.—NSF/RA-770033

Pub Date 31 Mar 77

Grant—AER-73-0357-A02

Note—87p.; Not available in paper copy due to gray paper used in half the document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Building Operation, \*Efficiency, Elementary Secondary Education, \*Energy Conservation, Heating, Illumination Levels, Lighting, Scheduling, School Maintenance, \*Standards, Ventilation

Identifiers—New York (New York)

The purpose of this manual is to consolidate into a single document all the maintenance and operational steps that, when implemented, will result in the lowest energy use consistent with school educational programs. The manual



describes procedures for keeping the building and its equipment well maintained and efficiently run, establishing realistic standards for the energy requirements for the various activities in the school and adjusting the equipment to provide no more than these standards, and scheduling so that electricity and fuel are used only where and when needed. An appendix at the end of the manual contains supplementary information, including a chart for troubleshooting the heating plant, instructions for the evaluation and modification of existing systems, schedules, tables and record blanks to be used in connection with the various procedures, and some other background information. (Author/MLF)

**ED 154 508** EA 010 608

Byrne, David R. And Others

**The Senior High School Principalship. Volume I: The National Survey.**

National Association of Secondary School Principals, Reston, Va.  
Pub Date 78

Note—96p.; Appendix may not reproduce clearly due to small print

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$3.00, quantity discounts; orders totaling \$10 or less must be accompanied by payment; shipping charges plus a \$2 handling fee are added to all orders that are billed)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Activities, Background, Demography, Futures (of Society), \*National Surveys, \*Occupational Information, \*Principals, \*Role Perception, School Community Relationship, \*Senior High Schools, Tables (Data)

A national study was made in 1977 to update the assessment of the principals and to describe the characteristics, conditions, and perceptions of senior high school principals and of significant other persons involved with schools. This report provides a baseline of "normative-descriptive" information about principals, their views, and working conditions. Data collected from a random sample of senior high school principals included school characteristics; current status of programs and personnel; job tasks; professional background; professional activities; constraints and issues; work with the community; involvement of parents and community agencies; perceptions and opinions about priorities and tasks, rewards, and status; and perceptions of education's future. The survey was correlated with a study completed and published by the National Association of Secondary School Principals in 1965. The results of that study are referred to in this publication where appropriate. (Author/MLF)

**ED 154 509** EA 010 609

**Major Recommendations of the Regents for Legislative Action, 1978.**

New York State Education Dept., Albany.

Pub Date Dec 77

Note—55p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Adult Education, Budgeting, Cultural Education, Educational Finance, \*Educational Legislation, \*Educational Needs, Elementary Secondary Education, \*Governing Boards, Health Occupations Education, Post Secondary Education, \*State Aid, \*State Boards of Education, \*Trustees, Vocational Rehabilitation

Identifiers—\*New York

This document lists recommendations for legislative action in all areas of education under the authority of the Regents of the University of the State of New York. The annual recommendations of the regents are designed to maintain the quality of services provided by local school districts, colleges and universities, libraries, museums, educational television councils, and the state office of vocational rehabilitation. The recommendations for 1978 call for increases in the general administrative budget only in those areas where workload increases or inflation mandates growth. Some items require new statutory authority; others are included in the state education department's budget request. Areas covered include elementary, secondary, and continuing education, postsecondary education and the professions (specifically, health professions), cultural education, and vocational rehabilitation. (Author)

**ED 154 510** EA 010 610  
**Federal Legislation and Education in New York State.**

New York State Education Dept., Albany.

Pub Date Feb 78

Note—88p.; For a related document, see ED 136 385; Not available in paper copy due to small print size of much of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Economically Disadvantaged, \*Educational Finance, Educational Legislation, Elementary Secondary Education, \*Federal Aid, \*Federal Legislation, \*Federal Programs, \*Federal State Relationship, Handicapped Students, Immigrants, Post Secondary Education, Vocational Education, Vocational Rehabilitation

Identifiers—Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title IV, \*New York

This booklet presents the comments and recommendations of the Regents of the University of the State of New York to the second session of the 95th Congress. The booklet focuses on six main recommendations of the regents. First, Congress should carefully consider Title I of the Elementary and Secondary Education Act, with special attention to more equitable treatment of urban areas and more meaningful parent involvement in education. Second, Congress should examine the need for a new Immigrant Education Program. Third, the Rehabilitation Act of 1973 should be reauthorized, with revision of the current state-by-state distribution formula. Fourth, the FY 1978 Second Supplemental Organization Act should include funds to aid in renovating facilities to provide improved access for handicapped students. Fifth, the Youth Employment Demonstration Program should be continued, with strengthened involvement of education institutions. Sixth, middle-income families' access to postsecondary education should be enhanced through income tax relief measures. (Author/JG)

**ED 154 511** 24 EA 010 611  
**New York State Educational Programs That Work. Part C.**

New York State Education Dept., Albany.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [78]

Note—74p.; Best copy available

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Adoption (Ideas), \*Demonstration Programs, \*Diffusion, \*Educational Innovation, Elementary Secondary Education, \*Federal Programs, \*Program Descriptions, School Districts

Identifiers—Elementary Secondary Education Act Title IV C, \*New York

This publication presents brief descriptions of 48 innovative demonstration programs that have been developed, implemented, and evaluated by New York school districts under provisions of Title IV-C of the Elementary and Secondary Education Act. Under Title IV-C, the demonstration districts have been provided funds to cover the cost of aiding other interested districts in investigating or adopting the various demonstration programs. One section of the publication explains what services the demonstration districts may be expected to provide to any other districts and to those districts that agree to replicate the demonstration program. The program descriptions are grouped together in topical sections that correspond to the 17 educational priority areas of the New York State Education Department. (JG)

**ED 154 512** EA 010 612

**Governor's Conference on Education (Frankfort, Kentucky, October 4-7, 1977). Subcommittee Reports and Recommendations.**

Governor's Task Force on Education, Frankfort, Ky.

Pub Date Oct 77

Note—412p.; Not available in paper copy due to marginal legibility of parts of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Committees, \*Conference Reports, Early Childhood Education, Educational Administration, Educational Finance, \*Educational Improvement, \*Educational Needs, Educational Objectives, \*Educational Planning, Educational Policy, Educational Pro-

grams, Elementary Secondary Education, \*Governance, Post Secondary Education, \*State Government

Identifiers—\*Kentucky

The 33 subcommittee reports and recommendations contained in this volume represent the results of the Governor's Task Force on Education's examination of the state of education in Kentucky. Reports cover such topics as school administrators' concerns; auxiliary services; baccalaureate, masters, and doctoral degrees; community colleges; conservation of energy; curriculum; instructional materials and personnel; early childhood development; education for exceptional children; education by television; financing and fiscal accountability; educational goals; programs; inservice training; teachers' concerns; non-certified personnel; nonpublic schools; parent education; public relations; student behavior and concerns; program accountability; and vocational education. These reports and recommendations are meant to be used in the formation of Kentucky's first comprehensive plan for improving all levels of education, from kindergarten through graduate school (Author)

**ED 154 513** 95 EA 010 613

Boyer, Ernest L.

[Save the Public Schools.]

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 9 Apr 78

Note—14p.; Address at a rally of the National Coalition to Save the Public Schools (Washington, D.C., April 9, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Educational Finance, Educational Legislation, Elementary Secondary Education, Higher Education, \*Nonpublic School Aid, Problems, \*Public Education, \*Public Policy, Student Financial Aid, \*Tax Allocation, Work Study Programs

The United States Commissioner of Education opposes tax credit legislation because tax credits are expensive and largely uncontrollable, and the benefits of tax credits are not effectively targeted on the families needing help. Tax credits are also deficient because they ignore the differences in college costs. Administratively, tax credits would increase red tape and lead to bureaucratic duplication. The administration proposes, at the elementary and secondary level, to enforce existing policy that requires needy children to be served, whether they are enrolled in public or nonpublic schools. At the higher education level, a balanced student assistance program is proposed that is directly linked to the needs of students. (Author/MLF)

**ED 154 514** EA 010 614

Bresler, B. And Others

**Developing Methodologies for Evaluating the Earthquake Safety of Existing Buildings.**

California Univ., Berkeley. Earthquake Engineering Research Center.

Spons Agency—National Science Foundation, Washington, D.C. RANN Program.

Report No.—UCB/EERC-77/06

Pub Date Feb 77

Note—157p.; Table 3 may be illegible due to small print; Listing of EERC Reports at back of documents may be marginally legible

Available from—National Technical Information Service, National Bureau of Standards, U.S. Department of Commerce, Springfield, Virginia 22151

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—Buildings, Elementary Secondary Education, Engineering Technology, \*Evaluation Methods, Higher Education, Research Utilization, \*Safety, School Buildings, \*Structural Building Systems

Identifiers—\*Earthquakes

This report contains four papers written during an investigation of methods for evaluating the safety of existing school buildings under research Applied to National Needs (RANN) grants. In "Evaluation of Earthquake Safety of Existing Buildings," by B. Bresler, preliminary ideas on the evaluation of the earthquake safety of existing buildings are described. The second paper, "Assessment of Earthquake Safety and of Hazard Abatement," by B. Bresler, T. Okada, and D. Zisling, discusses methods for assessing the seismic safety of structures and procedures for establishing priorities for evaluating and abating hazards are indicated. The third paper, "Seismic Safety of Existing Low-Rise Reinforced Concrete

Buildings," by T. Okada and B. Bresler, describes a methodology for evaluating the seismic safety of low-rise reinforced concrete buildings and its application to existing school buildings. The fourth paper, "Design and Engineering Decisions: Failure Criteria (Limit States)," by V. Bertero and B. Bresler, discusses the failure criteria (inadmissible limit states) that should be considered in seismic design of buildings. (Author/MLF)

**ED 154 515** **EA 010 615**

Coon, E. Dean. Just, Anne E.  
**Strategies for Defining Basic Need. An Explanation of Options for Defining Basic Need, Alaska Public School Foundation Program. An Alaska School Finance Study Report.**  
Alaska Univ., Fairbanks. Center for Northern Educational Research.  
Pub Date 77

Note—75p.; Some tables may not reproduce clearly due to small print size

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**  
Descriptors—Change Strategies, \*Definitions, \*Educational Finance, Elementary Secondary Education, \*Finance Reform, \*Foundation Programs, \*State School District Relationship

Identifiers—\*Alaska, Basic Need

This report is intended for use by the Alaska Department of Education and other interested individuals in defining "basic need" as it relates to Alaska's Public School Foundation Program. The report is not intended to define basic need, but rather to present possible ways to define the term. It is based on ideas and suggestions from a special session of the Alaska State Board of Education, as well as from school board members, school superintendents, and other participants in four regional school finance workshops. The report compiles and summarizes those ideas and analyzes the factors that contribute to basic need determination. It presents information in sequential order about basic need and about various approaches, bases, and options for consideration by individual readers, depending on their experience with the subject. The "Option Review Worksheet" allows readers to record their reactions to the options offered and to mail them to the Alaska Department of Education. (Author/JG)

**ED 154 516** **95** **EA 010 616**

Kempner, Ken. And Others  
**The Documentation and Evaluation of a Social Change Project: Sex Equity in Educational Leadership.**

Oregon Univ., Eugene. Center for Educational Policy and Management.  
Specs Agency—National Inst. of Education (DHEW), Washington, D.C.  
Pub Date 78

Note—28p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Accountability, \*Change Agents, \*Change Strategies, Documentation, Educational Administration, Elementary Secondary Education, Equal Opportunities (Jobs), \*Evaluation, Evaluation Methods, Federal Aid, Leadership Training, \*Sex Discrimination, Social Action, \*Social Change

Identifiers—\*Sex Equity in Educational Leadership

The Sex Equity in Educational Leadership (SEEL) project, funded by the Women's Educational Equity Act (WEEA) of the Office of Education, exists to develop and test strategies for correcting women's absence from administrative positions in Oregon's public schools. The strategies are intended to be usable by other state systems of education. Three characteristics of evaluating social action projects have guided the development of the evaluation methodology. The purpose of evaluation is to make judgments about the role of a program, product, or process. Second, the purpose of evaluation is to provide others with information to make decisions about what to do or not to do. The third characteristic is the combination of looking at the inward processes of a project and assessing the outward impact of a project. The description of inward processes is referred to as documentation and the assessment of the outward impact as evaluation. The report describes the SEEL project and the combination of documentation and evaluation being used. Then each method is described in detail and it is suggested that WEEA encourage common and systematic procedures for documenting and evaluating large-scale social action projects. (Author/MLF)

**ED 154 517** **EA 010 617**

LeRoy, Lauren, Ed. Lee, Philip R., Ed.  
**Deliberations and Compromise: The Health Professions Educational Assistance Act of 1976.**

Pub Date 77  
Note—469p.

Available from—Ballinger Publishing Company, 17 Dunster Street, Harvard Square, Cambridge, Massachusetts 02138 (\$22.50)

**Document Not Available from EDRS.**

Descriptors—\*Educational Legislation, Federal Aid, \*Federal Legislation, Hearings, \*Medical Education, \*Medical Services, Post Secondary Education, Professional Training, \*Public Health Legislation

Identifiers—\*Health Professions Educational Assistance Act

Public hearing records and committee reports compiled during 1975 and 1976 by the House Subcommittee on Health and the Environment and Senate Subcommittee on Health provide a wealth of information and analysis on major issues in the training and distribution of health professionals. This book summarizes the material in those documents to provide wider exposure to the public deliberations that preceded passage of the Health Professions Educational Assistance Act of 1976. It consists of five chapters that correspond to the five major issue areas considered by Congress: 1) the adequacy of physician supply, including the role of foreign medical graduates and the impact of mid-level health professionals; 2) continuing federal support for medical education; 3) the maldistribution of physicians among specialties; 4) the geographic maldistribution of physicians; and 5) licensure standards and procedures. Each chapter presents a series of excerpts which represent the range of information, research findings, conclusions, and recommendations presented to the committees. Similar statements were repeated only when the authors felt they contributed to a more complete understanding of the factors confronting the committees in their deliberations. (Author/JG)

**ED 154 518** **EA 010 618**

Dunn, Rita. Dunn, Kenneth J.  
**Administrator's Guide to New Programs for Faculty Management and Evaluation.**

Pub Date 77  
Note—294p.

Available from—Parker Publishing Company, Inc., West Nyack, New York 10994 (\$14.95)

**Document Not Available from EDRS.**

Descriptors—Administrative Personnel, \*Administrator Guides, Administrator Role, Efficiency, Elementary Secondary Education, Evaluation Criteria, \*Evaluation Methods, \*Faculty Evaluation, Improvement Programs, \*Leadership Styles, \*Personnel Selection, School Administration, Staff Improvement, \*Teacher Motivation

This book is intended to serve as a guide to many of the newer techniques for the management and evaluation of faculty. It focuses on procedures that are meant to strengthen administrative and faculty skills and perceptions and explains the close relationship between management style and staff success in meeting program objectives. In addition to management style, chapters cover designing an effective staff selection and employment program, increasing faculty motivation and skills, increasing efficiency in time management, improving faculty evaluation through identifying appropriate criteria, developing evaluation instruments (sample evaluation forms are included), and designing new approaches to evaluation, such as peer evaluation and exit interviewing. (Author)

**ED 154 519** **EA 010 619**

Hickcox, Edward S.  
**O Say Can You See Our Home and Native Land.**

Pub Date Mar 78  
Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Administrative Organization, \*Administrator Education, College Faculty, \*Cultural Differences, Departments, \*Educational Administration, Higher Education, Instructional Materials, \*Intellectual Disciplines, \*Nationalism, Professional Training, Universities

Identifiers—\*Canada

Educational administration as a field of study is inextricably tied to American-developed conceptual frameworks, even when educational administration is pursued as a domain of inquiry in other countries, such as Canada. As an applied discipline, however, educational administration reflects the particular cultural configuration in which it is practiced. Certain Canadian-oriented issues, such as governmental relations, nationalism, Canadian-oriented instructional materials, and organizational affiliation, modify the application of American-generated principles to the practice of educational administration. But in most respects the differences between educational administration in Canada and the United States are insignificant. (Author)

**ED 154 520** **EA 010 620**

Ossewaarde, Henk J. J., Ed.  
**The Dutch Way . . . Information About the Broad System of Educational Development Assistance in the Netherlands.**

International Inst. for Aerial Survey and Earth Sciences, Enschede (Netherlands); Netherlands Universities Foundation for International Co-operation, The Hague.

Pub Date 77

Note—174p.; Photos may not reproduce clearly; "Recapitulation 1971-1975 by Region and by Institute" chart removed from back cover due to very small print

Available from—NUFFIC, PO Box 90734, 2509 LS The Hague, The Netherlands (\$6.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Developing Nations, \*Educational Programs, Foreign Nationals, Intercultural Programs, \*International Programs, Post Secondary Education, \*Program Descriptions, Program Development

Identifiers—\*Netherlands

This monograph consists of numerous short articles that discuss the system of international education in the Netherlands, its development and history over the past 25 years, and the experience of third-world students who have participated in the program. Section 1 presents general information on the Dutch international education system and how it operates. Section 2 presents the views of five people who were originators of the system. Section 3 presents the comments of various third-world students who have participated in the program. Section 4, which comprises most of the book, describes the institutes and courses that make up the international education system and also discusses the work of the Netherlands Universities Foundation for International Cooperation, which coordinates the system. (JG)

**ED 154 521** **EA 010 621**

**National Policy on Education. Government Paper No. 1 of 1977.**

Republic of Botswana, Gaborone.  
Pub Date Aug 77

Note—20p.; For a related document, see EA 010 622; Not available in paper copy due to light print of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Change Strategies, \*Developing Nations, Educational Administration, \*Educational Change, Educational Finance, \*Educational Objectives, \*Educational Policy, Elementary Secondary Education, Nonformal Education, Post Secondary Education, Primary Education, Problem Solving, Teacher Education, Vocational Education

Identifiers—\*Botswana

This paper sets forth the government of Botswana's intended policy and strategies for educational development, based on the recommendations of the Botswana National Commission on Education that were submitted in April 1977. Although implementation of all the commission's recommendations will take many years, this paper is intended to provide general guidance on how Botswana's education should develop during the coming years. The paper consists of numerous short sections that identify various problems and strategies for dealing with those problems, focusing in turn on different educational areas. (JG)

**ED 154 522** **EA 010 622**

**Education for Kagisano. Kagisano ka Thuto. Report.**

Botswana National Commission on Education, Gaborone.

Pub Date Apr 77

Note—330p.; For a related document, see EA 010 621; Not available in paper copy due to light print of original copy

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Change Strategies, \*Developing Nations, Educational Administration, \*Educational Change, Educational Finance, \*Educational Objectives, \*Educational Policy, Elementary Secondary Education, Nonformal Education, Post Secondary Education, Primary Education, Problem Solving, Teacher Education, Vocational Education

**Identifiers—**\*Botswana

This report presents the findings and recommendations of Botswana's National Commission on Education, based on the commission's 15-month review of Botswana's education system and its goals and major problems. The commission conducted its study from January 1976 through March 1977 and gathered information through personal visits and consultations with groups and individuals throughout Botswana, through invited written submissions from organizations and the general public, and through the work of investigative task forces composed of local teachers, educational administrators, and personnel within the Ministry of Education. The commission's overall finding was that while education in Botswana has grown dramatically in terms of quantity and scale since independence, the nature of education has changed little, and it is widely believed that the quality of education has actually declined. Major sections of the report focus in turn on educational problems and issues in Botswana, educational goals, strategy for educational development, primary education as a national priority, secondary education, teachers and teacher education, nonformal education, educational administration and planning, and implementation of the commission's recommendations. (JG)

**ED 154 523** EA 010 623

*Hartman, Luther E.*

**Inter-District Cooperation: Salvation of the Small School District. New Regionalism.**

Pub Date 2 Apr 78

Note—13p.; Paper presented at the Annual Meeting of the National School Boards Association (38th, Anaheim, California, April 1-4, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Educational Administration, Elementary Secondary Education, \*Intermediate Administrative Units, \*Regional Cooperation, \*School Districts, \*State School District Relationship

In its least complex form, a cooperative can be an informal agreement between two or more school districts to cooperatively accomplish some task. As a cooperative gets more formalized and organized, with its own staff, its operations become more removed from the control of its constituents and member districts. The local school district's primary responsibility is to deliver programs and services directly to students, while the intermediate unit is primarily responsible for coordination and delivery of services to member districts and staffs. At the third echelon, the state department of education is primarily responsible for policy-making, research, and enforcement of statutes and regulations. A co-op fits this taxonomy as an intermediate unit, but it can have attributes of all three echelons. Older forms of intermediate units were originally arms of the state and were more responsive to state requirements than to the needs and desires of local units. However, the recent rise in popularity of regional education service agencies is predicated on the experience of local school districts and their individual needs and constraints. In most cases, they are formal extensions of cooperative arrangements between districts. The chief purpose of any cooperative or regional service agency is to help the local district to help itself. The service concept is growing and seems to dominate the newer concept of the intermediate unit. (Author/JG)

**ED 154 524** EA 010 624

*Juan, Francis R.*

**Reduction in Force: Is Your Board Prepared?**

Pub Date 2 Apr 78

Note—22p.; Paper presented at the Annual Meeting of the National School Boards Association (38th, Anaheim, California, April 1-4, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Board of Education Policy, \*Declining Enrollment, Elementary Secondary Education, Job Layoff, \*Personnel Policy, \*Policy Formation, \*Reduction in Force, School Districts, State Surveys, Tables (Data), \*Teacher Evaluation

**Identifiers—**\*Nebraska

To help ameliorate the adverse effects of reduction in force (RIF), school districts facing declining enrollments should develop and adopt RIF policies before they are needed. School district officials should compile up-to-date enrollment projections and anticipated staff needs. The board of education should take care to inform the public and to convince the community that every attempt has been made by the board to be as fair as possible to affected individuals. Alternatives to job layoff (such as normal teacher attrition through retirement) should be exhausted first. To ensure that the brightest and most capable teachers are retained, the district should institute evaluation procedures that measure the relative effectiveness of the classroom teacher. A sample individualized teacher profile evaluation form, as well as statistical data gathered in a survey of Nebraska school districts' RIF policies, is included. (Author)

**ED 154 525** EA 010 625

*Marx, Gary*

**Reaching All Citizens, Not Just Parents.**

Pub Date 2 Apr 78

Note—13p.; Paper presented at the Annual Meeting of the National School Boards Association (38th, Anaheim, California, April 1-4, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Citizen Participation, Citizens Councils, Community Involvement, Community Support, Elementary Secondary Education, \*Guidelines, Organizational Communication, \*Public Relations, \*School Community Relationship

This paper discusses the importance of generating more support for the public schools among nonparent taxpayers and offers numerous suggestions for communicating with nonparents and involving them in the schools. The author points out that only 26 percent of all homes have school-age children and argues that, although many schools do a good job of maintaining positive contacts with parents, nonparent taxpayers have very little personal contact with the schools. He then outlines several steps school officials can take to provide positive experiences for all citizens: identifying and making use of key communicators (such as doctors, barbers, realtors, and school employees) who have regular contact with large numbers of nonparents; dividing the school district into small areas served by block workers, who can serve as communication links between the schools and all residents; involving nonparents in parent advisory groups and other school-related organizations; and distributing various school publications to all area residents several times a year. (JG)

**ED 154 526** EA 010 628

*Phelps, H. Vaughn*

**How to Develop Job Descriptions.**

Pub Date 2 Apr 78

Note—10p.; Paper presented at the Annual Meeting of the National School Boards Association (38th, Anaheim, California, April 1-4, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Administrative Personnel, \*Educational Administration, Elementary Secondary Education, Guidelines, \*Occupational Information, \*School Districts

After offering a number of general observations on the administrative operation of public school districts, the author describes his district's experience in developing job descriptions for administrative personnel and offers suggestions for other districts based on this experience. (JG)

**ED 154 527** EA 010 642

*Redfern, George B.*

**Evaluating Teachers & Administrators: Putting the Pieces Together.**

School Management Inst., Inc., Westerville, Ohio. Pub Date 78

Note—116p.

Available from—School Management Institute, 750 Brookside Blvd., Westerville, Ohio 43081 (\$7.50; 10% discount for 10 or more copies)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Administrator Evaluation, Check Lists, Elementary Secondary Education, \*Evaluation Methods, \*Guidelines, Objectives, \*Program Development, Program Planning, \*Teacher Evaluation

**Identifiers—**\*Evaluation by Objectives

This handbook of guidelines is intended to explain the sum and substance of the evaluation process and to guide a planning committee in designing an evaluation program. The evaluation process discussed is termed "evaluation by objectives." The guidelines for implementing evaluation by objectives have five steps: diagnosing current performance, setting objectives and action plans, achieving objectives and action plans, assessing results, and analyzing results and planning the next cycle. Chapters on getting started on the program and on defining the job to be evaluated are included. (Author/IRT)

**ED 154 528** EA 010 643

*Marburger, Carl*

**Who Controls the Schools?**

National Committee for Citizens in Education, Columbia, Md.

Pub Date 78

Note—74p.; A Parents' Network publication

Available from—National Committee for Citizens in Education, 410 Wilde Lake Village Green, Columbia, Maryland 21044 (\$2.00; 10-19 copies 10% discount; 20-49 copies 15% discount; 50 or more copies 20% discount)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Administrative Personnel, Boards of Education, \*Citizen Participation, \*Decision Making, Elementary Secondary Education, \*Parents, \*Power Structure, Professional Associations, Public Schools, \*Teachers

This handbook for parents and citizens is concerned with three issues: the roles administrators, state school officers, boards of education, teachers and teacher organizations, parents/citizens, and students play in making decisions about what happens to children in the public schools; the power administrators, teachers, school boards, state education agencies, and parents/citizens have; and, what can be done to improve the position of parents/citizens in the school's decision-making. The position of parents/citizens can be improved if an elected council of parents and citizens is established in each school of every district containing more than 1,000 students. The council would have a significant voice in the decision-making that affects the lives of the children in the school. (Author/IRT)

**ED 154 529** EA 010 644

*Amin, Aminullah Glenn, Charles E.*

**An Assessment of Factors Affecting the Organizational Climate of Hawaii Elementary Schools.**

Spons Agency—Hawaii State Dept. of Education, Honolulu.

Pub Date Jul 71

Note—95p.; Not available in paper copy due to marginal legibility of parts of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Behavior, \*Educational Environment, Elementary Education, \*Organizational Climate, \*Principals, \*Questionnaires, Tables (Data), \*Teacher Attitudes, Teacher Behavior

**Identifiers—**\*Belief Systems Inventory, Hawaii State Public School System, \*Organizational Climate Description Questionnaire

The problem undertaken by this study was to determine what, if any, relationships exist between the organizational climates of selected schools, as measured by the Organizational Climate Description Questionnaire (OCDQ), and the scores of teachers on Form E of the Rokeach Dogmatism Scale. The study was conducted in eight Hawaii public elementary schools in one district-complex, which supposed that these schools had a commonality in environmental, socioeconomic, and operational factors. It must be kept in mind that the findings were limited to those perceptions and beliefs held by the teachers in the selected schools, that the OCDQ was adapted for the study, and that the climates of the selected schools were not compared to a normative sample, rather they were described in terms of their relative position within the sample as well as in terms of six prototypic profiles developed in an earlier study. Despite the commonalities of the schools, the OCDQ did identify schools with organizational climates along the



continuum from "open" to "closed." Regardless of the school's identified climate, most of the responding teachers scored low on the belief systems inventory and tended toward flexibility or open-mindedness. (Author/IRT)

**ED 154 530** EA 010 646  
**School Closing Study. Public Schools of the District of Columbia. Volume I.**  
 District of Columbia Public Schools, Washington, D.C. Div. of Planning.  
 Pub Date Mar 78  
 Note—207p.; Not available in paper copy due to marginal legibility of original document  
**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Elementary Secondary Education, Evaluation, \*Facility Inventory, Facility Utilization Research, Maps, \*School Buildings, \*School Closing, Tables (Data)  
 Identifiers—District of Columbia Public Schools  
 This report purports to delineate the process used in studying the facilities of the District of Columbia Public Schools, present analyses of all available data pertinent to the approved board of education criteria for studying schools, present the recommendations of nine study groups, and make recommendations on phasings and closings based on consideration of the recommendations of the study groups and the analyses of all pertinent data and concerns. A description of the study process, a list of study group members and the recommendations of each group, and building data sheets are included. (Author/IRT)

**ED 154 531** EA 010 647  
**Periodical Holdings List, Third Edition. Educational Research Library.**  
 National Inst. of Education (DHEW), Washington, D.C. Office of Administration and Management. Educational Resource Div.  
 Pub Date Jan 78  
 Note—189p.

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**  
 Descriptors—Educational Research, Elementary Secondary Education, Higher Education, \*Library Collections, \*Periodicals  
 This is the third edition of the holdings list of the Educational Research Library. The library is a major component of the Educational Resources Division of the National Institute of Education. The list consists of three sections—indexes and abstracts, general collection, and foreign collection. Titles in the general collection are listed as they appear at the time of publication. Titles in the foreign collection are listed by corporate body or by the title as it appears on the publication. Cross-references are given whenever a change has occurred in the title. Each section is arranged alphabetically, with all acronym titles filed at the beginning of each letter of the alphabet. (Author/IRT)

**ED 154 532** EA 010 648  
**Annual Evaluation Report on Programs Administered by the U.S. Office of Education, FY 1977.**  
 Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.  
 Pub Date 77  
 Note—583p.; For a related document, see ED 147 324; Not available in paper copy due to marginal legibility of original document  
**EDRS Price MF-\$1.16 Plus Postage. HC Not Available from EDRS.**

Descriptors—Disadvantaged Youth, Elementary Secondary Education, Federal Aid, \*Federal Programs, Handicapped Students, Higher Education, Post Secondary Education, \*Program Evaluation, Vocational Education  
 This is the seventh annual evaluation report submitted to the Congress by the Secretary of Health, Education, and Welfare on behalf of the U.S. Office of Education (OE). Prepared by OE's Office of Planning, Budgeting, and Evaluation, it reviews approximately 90 programs administered by OE and provides the following information for nearly all programs: a brief funding history, a description of program goals and objectives, a review of program operations, an analysis of program scope, a report on program effectiveness and progress, and a listing of ongoing and planned evaluation studies. A major section addresses the important question of the effect the findings of evaluation studies have on program-policy legislative proposals and actions. (Author/IRT)

**ED 154 533** 95 EA 010 649  
**Elementary and Secondary Education Property Accounting. A Handbook of Standard Terminology and a Guide for Classifying Information About Education Property. State Educational Records and Reports Series: Handbook III, Revised 1977.**

Davis (Robert) Associates, Inc., Atlanta, Ga.; National Center for Education Statistics (DHEW), Washington, D.C.  
 Report No—NCES-78-400  
 Pub Date 78  
 Contract—300-75-0250  
 Note—132p.; Some footnotes may be marginally legible due to small print

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01808-0; \$2.75)

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**  
 Descriptors—Administrative Personnel, Classification, Data Collection, \*Definitions, Elementary Secondary Education, \*Guidelines, Intermediate Administrative Units, \*Property Accounting, School Systems

The purposes of this handbook are to provide a comprehensive guide to standard terminology relating to property (sites, buildings, and equipment) used in education, a list of suggested data items useful in describing property, general data items useful in describing property, and general guidelines that can assist the reader in understanding and developing property information systems. It is offered as a resource for local, intermediate, state, and federal education officials to assist in the identification, organization, and definition of data and information about education property. The topics discussed include capitalization, a classification system for property information, data items, definitions, depreciation, the development of a property accounting system, equipment categories, inventories, and measures of property. A glossary is included in an appendix. (Author/IRT)

**ED 154 534** EA 010 650  
**Sheppard, N. Alan**  
**The Role of Educational Administrators in School Based Research.**

Pub Date 27 Mar 78  
 Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—Administrative Personnel, \*Administrator Role, \*Educational Research, Elementary Secondary Education, Public Schools

The administrator can be a facilitator or stimulator of research in the schools by taking the initiative in getting local school personnel and board members to see the value of educational research, leading the fight for earmarking research money, encouraging and assisting boards in providing release time for teachers to become actively engaged in meaningful research, facilitating collaboration between college and public school faculty, encouraging and assisting public school teachers via inservice workshops in becoming more knowledgeable in research methodology or philosophy in relation to some of their day-to-day classroom problems and concerns, and bringing about the reality of research within the organizational life breath of the school. (Author/IRT)

**ED 154 535** EA 010 652  
**State Plan for Summer Food Service Program—1978. School Food Service.**

Kansas State Dept. of Education, Topeka.  
 Pub Date 78  
 Note—49p.; Not available in paper copy due to small print of much of the original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Breakfast Programs, \*Disadvantaged Youth, Economically Disadvantaged, Elementary Secondary Education, Estimated Costs, Federal Aid, \*Federal Regulation, \*Food Service, \*Lunch Programs, Nutrition, Program Administration, Program Evaluation, State Departments of Education, Summer Programs

Identifiers—\*Kansas  
 This plan presents required state and federal information for the administration and

procedures for the 1978 Summer Food Service Program in Kansas. In 1977, the program increased its availability to low income children through a 41 percent increase of the sponsors and a 54 percent increase of sites where the children were served breakfast, lunch, supper, and supplements. In its three years of operation the program has met nutritional needs of school age children during the summer months by serving them a total of 306,821 meals and 69,967 supplements. (Author/MLF)

**ED 154 536** EA 010 654  
**Booth, Ronald R. Glaub, Gerald R.**  
**Planned Appraisal of the Superintendent. A Performance-Based Program for School Boards and Superintendents. A Handbook.**  
 Illinois Association of School Boards, Springfield.  
 Pub Date 78

Note—88p.; For a related document, see EA 010 655

Available from—Illinois Association of School Boards, 330 Iles Park Place, Springfield, Illinois 62718 (\$6.00; 20% discount on orders of 7 or more; payment must accompany orders under \$10.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Accountability, \*Administrator Evaluation, \*Administrator Responsibility, \*Board Administrator Relationship, Board of Education Policy, Boards of Education, Evaluation Criteria, \*Evaluation Methods, Management by Objectives, Occupational Information, Performance Criteria, Policy Formation, \*Superintendents  
 Identifiers—Illinois

This handbook and the accompanying workbook grew out of a series of workshops on superintendent appraisal designed to find a way to clarify and strengthen the board-superintendent relationship and to enable boards to constructively evaluate superintendent performance. The guidelines are intended to acquaint board members and superintendents with some important principles of evaluation and, in particular, with performance appraisal procedures. (MLF)

**ED 154 537** EA 010 655  
**Booth, Ronald R. Glaub, Gerald R.**  
**Ten Exercises Toward Planning a Superintendent Appraisal System. A Companion Workbook to Planned Appraisal of the Superintendent.**

Illinois Association of School Boards, Springfield.  
 Pub Date 78  
 Note—85p.; For a related document, see EA 010 654

Available from—Illinois Association of School Boards, 330 Iles Park Place, Springfield, Illinois 62718 (\$9.50; 20% discount for 7 or more; payment must accompany orders under \$10.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Accountability, \*Administrator Evaluation, \*Administrator Responsibility, \*Board Administrator Relationship, Board of Education Policy, Boards of Education, Evaluation Criteria, \*Evaluation Methods, Management by Objectives, Occupational Information, Performance Criteria, Policy Formation, Records (Forms), \*Superintendents, \*Workbooks

Identifiers—Illinois  
 This workbook is intended to help the school board and superintendent tailor a performance appraisal system to suit their own needs. It consists of ten separate exercises that guide the board and superintendent through the planning and decision-making that must precede successful performance appraisal. The workbook contains exercises through which the board and superintendent will (1) determine what they want from evaluation; (2) deal constructively with board member concerns related to the traits, skills, and behavior of the superintendent; (3) reach agreement on how to conduct regular appraisal of the superintendent's performance; and (4) provide a sound basis for appraisal of past performance and for planning future directions. (Author/MLF)

**ED 154 538** EA 010 662  
**Beslin, Ralph**  
**Education Finance in Canada. Bibliographies in Education No. 62.**  
 Canadian Teachers' Federation, Ottawa (Ontario).  
 Report No—C-78101  
 Pub Date Jan 78

Note—18p.; Last two pages may be marginally legible due to small print

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Annotated Bibliographies, \*Bibliographies, \*Educational Finance, Elementary Secondary Education, Foreign Countries, Higher Education  
Identifiers—\*Canada

This bibliography lists materials on education finance published since the earlier bibliographies on this topic were issued in 1970 and 1974. In addition, some materials missed in the earlier bibliographies are included in this issue. Annotations are provided for some of the entries. Material held in the Canadian Teachers' Federation (CTF) Library is marked with a single asterisk. Entries include 68 books, 69 articles, and 6 theses. (Author/MLF)

**ED 154 539**

EA 010 663

*Verheyden-Hilliard, Mary Ellen And Others*  
**Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools.**

National Organization for Women, Washington, D.C. Legal Defense and Education Fund.

Spons Agency—Rockefeller Family Fund, Inc., New York, N.Y.

Pub Date 78

Note—138p.; A publication of the Project on Equal Education Rights; Not available in hard copy due to marginal reproducibility of original Available from—PEER, 1029 Vermont Avenue, N.W., Washington, D.C. 20005 (\$3.50)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Athletics, \*Change Strategies, Counseling, Elementary Secondary Education, \*Equal Education, Equal Opportunities (Jobs), Federal Legislation, Federal Regulation, Grievance Procedures, Higher Education, Physical Education, Pregnant Students, Racial Discrimination, \*School Policy, \*Sex Discrimination, Sex Role, Sex Stereotypes, Vocational Education

Identifiers—\*Education Amendments 1972 Title IX

A kit for parents and citizens' action groups who want to check up on Title IX progress in their local schools and to press for needed changes, gives information about the laws, detailed guidelines for finding the necessary information, strategies for change, and an annotated bibliography. Step-by-step instructions of how to review schools are followed by review guides that suggest questions to help find out what is happening in each area of school practices and programs where discrimination is likely to occur. Each guide contains a perspective that provides some background on the topic area; highlights on key discriminatory practices in each area; and review points with questions to be asked, where to ask them, and how to interpret some of the answers received. A Title IX primer shows the exact wording of the Final Regulation for Title IX. The regulation has the force of law and incorporates all the provisions of Title IX along with official interpretations of those provisions. Immediately following the regulation is the original language of Title IX. Aligned on the right side of the pages is an expansion and explanation of the legal language of the regulation. (Author/MLF)

**ED 154 540**

95

EA 010 669

*Radnor, Michael, Ed. And Others*

**Information Dissemination and Exchange for Educational Innovations: Conceptual and Implementation Issues of a Regionally-Based Nationwide System. Part One.**

Northwestern Univ., Evanston, Ill. Center for the Interdisciplinary Study of Science and Technology.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 77

Contract—400-76-0110

Note—235p.; For a related document, see EA 010 670; Best copy available

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Administrative Personnel, Change Strategies, \*Diffusion, \*Educational Innovation, \*Educational Research, Elementary Secondary Education, Federal Programs, \*Information Dissemination, Information Networks, Models, Program Descriptions, Research and Development Centers, Research Coordinating Units, Researchers, \*Research Utilization, Teachers  
Identifiers—Linking Agents, \*Research and Development Exchange

The first two papers in this collection introduce both the Research and Development Exchange (RDx) itself and the subsequent contracted papers in this and a companion volume. The first paper discusses the general problems toward which the RDx effort is directed, understandings and assumptions affecting the design of the work, principles guiding the work, goals and objectives, and current activities. The contracted papers were expected to address such questions as the following: What do experiment and the diffusion of innovation literature teach participants in the RDx system? What strategy should be developed for implementing the RDx system? What are the interorganizational conflicts, barriers, and opportunities that are likely to affect system development? How can research products best be transformed into products that are usable to clients, practitioners, administrators, and policy-makers? What models of linkage and research utilization should be employed in this system? What do literature and practice in the areas of marketing have to offer to RDx participants? What methods of monitoring and evaluation should be built into the development of this system? Each of the papers to some extent addresses the themes of educational research, the regional context, interorganizational relations and management, and staging and phasing. (Author/IRT)

**ED 154 541**

95

EA 010 670

*Radnor, Michael And Others*

**Information Dissemination and Exchange for Educational Innovations: Conceptual and Implementation Issues of a Regionally-Based Nationwide System. Part Two.**

Northwestern Univ., Evanston, Ill. Center for the Interdisciplinary Study of Science and Technology.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 77

Contract—400-76-0110

Note—391p.; For a related document, see EA 010 669; Best copy available

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Administrative Personnel, Change Agents, Change Strategies, Diffusion, Educational Innovation, Educational Research, Elementary Secondary Education, Federal Programs, \*Information Dissemination, Information Networks, Interinstitutional Cooperation, \*Marketing, Models, Program Descriptions, \*Regional Cooperation, Research and Development Centers, Research Coordinating Units, Researchers, \*Research Utilization, Teachers  
Identifiers—Knowledge Production, \*Linking Agents, \*Research and Development Exchange

This volume contains one paper defining the initial operating parameters of the Research and Development Exchange (RDx) and four of a series of papers contracted for the program. The overview paper touches on a variety of topics of continuing concern: the general problems toward which the RDx effort is directed, understandings affecting the design of the work, specific problems being addressed by the RDx goals and objectives, principles guiding the work, and examples of current activities. The first of the contracted papers presents a marketing approach to developing and disseminating educational products. The second paper argues that maximum impact and utility of the RDx effort can be achieved only if there is a balance between the needs and interests of potential clients on one hand and the services provided by RDx on the other. The third paper discusses knowledge production and utilization models, concentrating on understanding how they are affected by who creates them and what assumptions are made, and discusses RDx from the standpoint of the most comprehensive models. It also makes recommendations based on this analysis. The last contract paper discusses interorganization relations problems in the design and implementation of the RDx program. (Author/IRT)

**ED 154 542**

EA 010 674

**Laws, Regulations and Guidelines. Apportionment to Nonpublic Schools. Chapters 507 and 508 of the Laws of 1974.**

New York State Education Dept., Albany.

Pub Date Jun 74

Note—37p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Administrator Guides, \*Educational Legislation, Elementary Secondary Education,

\*Nonpublic School Aid, \*Private Schools, \*State Legislation  
Identifiers—\*New York

The purpose of this document is to furnish information concerning reimbursement by the state of New York to private schools for services rendered to the state and to provide an explanation regarding procedures for implementation. Chapter 507 of the Laws of 1974 provides for the apportionment of state funds to qualifying private schools for the reimbursement of the actual costs of services incurred in meeting mandates that are required by law in connection with testing, evaluating, and reporting. The document consists of excerpts for the State Education Law that pertain to private schools, of pertinent Regents Rules and Regulations of the Commissioner of Education, as well as guidelines for the establishment of administrative procedures. (Author/MLF)

**ED 154 543**

EA 010 675

**Directory of Nonpublic Schools and Administrators. New York State, 1977-78.**

New York State Education Dept., Albany. Information Center on Education.

Pub Date [78]

Note—37p.; Not available in paper copy due to small print of original document

Available from—New York State Education Department, Publication Distribution Unit, Albany, New York 12234 (\$1.00; orders must be prepaid)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Chief Administrators, \*Directories, Elementary Secondary Education, \*Private Schools

Identifiers—\*New York

This publication was prepared in response to a large number of requests for a current directory of New York state private schools and their administrators. The listings were compiled from information submitted to the Education Department in connection with the Basic Educational Data System (BEDS). Schools are listed within county of location in alphabetical order within three major groupings: registered high schools; nonregistered high schools; and elementary, junior high and special schools. (Author/MLF)

## EC

**ED 154 544**

EC 110 036

*Siger, Leonard P.*

**Mainstreaming the Deaf in a Metropolitan Setting: A Critique.**

Pub Date Jun 77

Note—25p.; Paper presented at the Biennial Meeting of the Convention of American Instructors of the Deaf (48th, Los Angeles, California, June 27, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Aurally Handicapped, \*Deaf, Elementary Secondary Education, Failure Factors, Hard of Hearing, \*Mainstreaming, \*Program Development, \*Success Factors

Identifiers—Maryland (Baltimore)

The Baltimore schools' mainstreaming program for deaf students are critiqued, and reasons for the programs successes and failures are recounted. Among success factors considered are administrative support, inservice teacher education programs, and special events including presentations of the Little Theatre of the Deaf. (CL)

**ED 154 545**

EC 110 247

**Special Education in Maryland: State of the State Report. July 1, 1977.**

Maryland State Dept. of Education, Baltimore. Office of Special Education.

Pub Date 1 Jul 77

Note—179p.; Print on some pages is marginal and may not reproduce well in hard copy

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—Annual Reports, Exceptional Child Education, \*Handicapped Children, State Agencies, \*State Departments of Education, \*State Programs, State Surveys

Identifiers—\*Maryland

Presented is the first of a series of annual reports designed to tell the community what has been accomplished and what yet needs to be achieved in providing free appropriate public education to the handicapped children of Mary-

land. The document is divided into the major sections of Philosophy, Goals, Objectives, State of the State, Children, Personnel, Personnel Development, Administration, Financial Resources, and New Directions. The most extensive section, the State of the State, includes information on nature of services provided in the local education agency (LEA), special facilities in the LEA, special interest and advocacy groups in the LEA, and personnel, population, and funding in the LEA. (JC)

**ED 154 546** **EC 110 248**  
**Developmental Purposes of Commercial Games.**

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date Aug 77

Note—20p.

Available from—American Alliance for Health, Physical Education and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 (\$2.00)  
Journal Cit—Practical Pointers; v1 n1 p1-11 Aug 1977

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Developmental Tasks, \*Educational Games, \*Handicapped Children, Toys

Listed are 45 table, target, manipulative, active, and creative games with such developmental purposes as associative learning, tactile discrimination, and visual motor integration. Information includes the name of the item, distributor, price, description, and developmental purpose. (JYC)

**ED 154 547** **EC 110 249**  
**Creative Dramatics.**

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date Sep 77

Note—9p.

Available from—American Alliance for Health, Physical Education and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 (\$2.00)  
Journal Cit—Practical Pointers; v1 n4 p1-8 Sep 1977

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Creative Dramatics, \*Handicapped Children, Pantomime, Role Playing, Self Expression, Story Telling, \*Teaching Techniques

Described are uses of creative dramatics with handicapped and non-handicapped children and adults. Creative dramatics is seen to involve acting out situations without formal or strict guidelines, with focus on expression of one's feelings and working cooperatively with others. Activities and leadership hints are listed for warm-up games and exercises, pantomime, Orff-Schulwerk approach, presenting a story, and role playing. (JYC)

**ED 154 548** **EC 110 250**  
**Adapted Equipment for Physical Activities.**

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date Oct 77

Note—7p.

Available from—American Alliance for Health, Physical Education and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 (\$2.00)  
Journal Cit—Practical Pointers; v1 n5 p1-6 Oct 1977

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Adapted Physical Education, \*Handicapped Children, \*Physical Activities, \*Physical Education

Listed and described are 29 pieces of equipment or devices used by handicapped individuals to permit full participation in various physical activities. Equipment includes aquatic devices, bicycling equipment, devices for ball activities, bowling aids, and assistive devices for young children. (JYC)

**ED 154 549** **EC 110 252**  
**Involving Impaired, Disabled, and Handicapped Persons in Regular Camp Programs.**

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. Information and Research Utilization Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Innovation and Development.

Report No—447AH50022

Pub Date Aug 76

Note—121p.; Parts may be marginally legible due small to small type

Available from—American Alliance for Health, Physical Education and Recreation, Information and Research Utilization Center, 1201 16th Street, N.W., Washington, D.C. 20036 (\$7.95)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Adapted Physical Education, Administration, \*Camping, Day Camp Programs, Elementary Secondary Education, Group Activities, Guidelines, \*Handicapped Children, \*Mainstreaming, Normalization (Handicapped), Resident Camp Programs, Social Adjustment, Student Evaluation

The publication provides some broad guidelines for serving impaired, disabled, and handicapped children in nonspecialized or regular day and residential camps. Part One on the rationale and basis for integrated camping includes three chapters which cover mainstreaming and the normalization principle, the continuum of services (or Cascade System) for inconvenienced individuals, and the rights and responsibilities of campers. Practical approaches to integrated camping are the focus of Part Two, with chapters on the following topics (sample subtopics are in parentheses): philosophical considerations (values and goals of integrated camping); matching camps and campers (recruiting campers and assessment of readiness for an integrated camping experience); facilitating adjustment to an integrated camp (parent's role, orientation of camp personnel, grouping campers, and the group experience); adapting activities (active games and sports and specific activity adaptations); and administrative concerns (the facility, staff requirements, insurance and protection, and evaluation procedures). Also provided are descriptions of audiovisual and additional printed materials. Bibliographies are given for most of the chapters in the document. Appendixes include a list of organizations and publications concerned with inconvenienced individuals, guidelines for obtaining information through the home interview and from professionals, a brief paper on evaluation, and reprints of seven articles on camping programs and recreation for handicapped children. (SBH)

**ED 154 550** **EC 110 253**  
**Implementation, Administration and Funding of Wisconsin's Educational Programs for Handicapped Children.**

Pub Date Mar 77

Note—134p.; Prepared by the Special Committee on Education Program Review, Wisconsin Legislature; Best copy available

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Educational Programs, Elementary Secondary Education, Exceptional Child Services, Federal Legislation, \*Handicapped Children, \*Program Administration, \*Program Evaluation, State Legislation, \*State Programs, \*Student Financial Aid

Identifiers—Education for All Handicapped Children Act, \*Wisconsin

The report presents the findings and principal recommendations from the Wisconsin Joint Committee on Legislative Organization regarding implementation of Subchapter IV, Chapter 115 of the statutes which included the principle that all handicapped children in the state receive free and appropriate education. Chapters focus on background, laws, and program growth in Wisconsin of aid for the education of exceptional children; the department of public instruction's management and administration of Chapter 115; implementation of Chapter 115; issues in the implementation of Chapter 115 (including administrative problems, due process problems, and non-compliance); impact of P. L. 94-142, Education for All Handicapped Children Act, on state special education programs; and program costs and aid distribution. Among recommendations listed in a final chapter are the following: modify the provisions regarding the exiting of a child from a special education program one that program is deemed to be no longer appropriate for that child; have tuition charges for Chapter 115 services paid directly to school districts; and provide certain additional staffing to the Division for Handicapped Children. (SBH)

**ED 154 551** **EC 110 254**  
**Vodola, Thomas M.**

**A.C.T.I.V.E. Motor Ability and Physical Fitness Norms for Normal, Mentally Retarded, Learning Disabled, and Emotionally Disturbed Individuals.**

Ocean Township Board of Education, Oakhurst, N.J.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No—72-341

Pub Date 78

Note—187p.

Available from—Township of Ocean School District, Dow Avenue, Oakhurst, New Jersey 07755

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Adapted Physical Education, Elementary Secondary Education, \*Emotionally Disturbed, Evaluation Methods, \*Learning Disabilities, Manuals, \*Mentally Handicapped, \*Motor Development, Norms, \*Physical Development, Physical Education, Physical Fitness, \*Student Evaluation

Identifiers—\*Project ACTIVE

As part of the Project ACTIVE (All Children Totally Involved Exercising) Teacher Training Model Kit, the manual is designed to provide ACTIVE adopters and potential adopters with a realistic basis for assessing and evaluating the physical and motor proficiency of ambulatory individuals who are mentally retarded, learning disabled, or emotionally disturbed; a normative data base for assessing or evaluating the performance of normal children who manifest motor incoordination or low physical vitality; and step-by-step procedures for establishing school, district, or agency norms. Chapter I provides an introduction to the ACTIVE program. Chapter II includes a description of five motor ability and physical fitness instruments, the general population(s) for whom they are appropriate, the unique diagnostic-prescriptive aspects of each assessment tool, and sample test forms. Chapter III provides reliability and validity information relative to the instruments. Chapter IV gives detailed information regarding the motor ability and physical fitness norms prepared by the ACTIVE office. Chapters V and VI present norms that were established for local school districts in the State of New Jersey and throughout the United States. Chapter VII outlines a simplified procedure for developing school or district norms and explains the procedures for submitting data for conversion to percentiles. Numerous figures and tables are included. (SBH)

**ED 154 552** **EC 110 255**  
**Munson, Harold L. And Others**

**Pupil Selection and Program Development Problems in Mainstreaming the Handicapped Child.**

Rochester Univ., N.Y.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Mar 78

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, Canada, March, 1978)

Available from—Harold L. Munson, College of Education, University of Rochester, Rochester, New York 14627

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Aurally Handicapped, Conceptual Schemes, \*Deaf, Elementary Secondary Education, Exceptional Child Research, \*Interagency Cooperation, \*Mainstreaming, \*Models, \*Program Evaluation

A cooperative approach to mainstreaming between a school for the deaf and a nearby regional Occupational Education Center of the Board of Cooperative Educational Services (BOCES) in New York State was investigated in four programs representing local variations of this model for partial mainstreaming. Three distinct periods of the mainstreaming effort were isolated for study: the period of selection, the period of orientation, and the period of articulation (when communications concerning learner needs and progress are being coordinated between the two facilities and home). Interviews were conducted with 120 administrator-supervisors, pupil personnel workers, and teachers. Among findings were that the need for information about the types and content of courses at the BOCES Centers receives the most attention; that the personnel in both participating institutions make little or no distinction between selection and orientation activities; and that communication between the two institutions does not appear to be a major con-



cern in the day-to-day operation of the cooperative program. (SBH)

# **ED 154 553** **EC 110 256**

Wyne, Marvin D.  
**Intervening with Developmentally Disabled Children in a Regular School Setting.**

Pub Date Mar 78

Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, Canada, March, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Custodial Mentally Handicapped, Elementary Education, \*Mainstreaming, Mentally Handicapped, \*Program Descriptions, \*Trainable Mentally Handicapped

The paper focuses on the integration of 36 moderately and severely retarded children (3 to 16 years old) from a private self-contained special school to a public elementary school. Addressed are the participants and procedures, settings, preparation for integration, and the integration experience. Noted among the implications of the integration experience are the need to prepare parents as well as children for the transition; the value of pre-integration planning and preparation with administrators, teachers, and children in the less restrictive setting; and the importance of ongoing systematic evaluation research. (SBH)

# **ED 154 554** **EC 110 257**

Taylor, Elwood B. Schoff, Mary J.  
**Mainstreaming: Ethnography of the Emerging Role of Special Education Teachers.**

Pub Date Mar 78

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, Canada, March, 1978)

Available from—Center for Learning and Developmental Research in Education, University of Texas at San Antonio, San Antonio, Texas 78285 (\$0.60 each; \$0.50, 10 or more)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Elementary Secondary Education, Exceptional Child Research, \*Handicapped Children, \*Mainstreaming, Observation, \*Special Education Teachers, \*Teacher Role Utilizing observational field research methodology, two special education teachers were observed daily for a year. Observations were analyzed to describe the teachers' role in the school system. Analysis suggested that issues such as system norms and teacher's credibility were important to effectiveness of mainstreaming. Sensitivity to teacher's norms and ability to incorporate these norms into the special education teacher's behavior were important in implementing mainstreaming. A norm related to supporting role for special education teachers was hypothesized. It was also hypothesized that the observers collecting data had a supporting effect on teacher's behavior. (Author)

# **ED 154 555** **EC 110 258**

Fitzpatrick, Jody L. Beavers, April  
**Mainstreaming and the Handicapped: Teacher, Administrator, and Community Attitudes.**

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 78

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, Canada, March, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Administrator Attitudes, \*Community Attitudes, Early Childhood Education, Exceptional Child Research, \*Federal Legislation, \*Handicapped Children, \*Mainstreaming, \*Teacher Attitudes

Identifiers—\*Education for All Handicapped Children Act

Participants in an inservice workshop (n=121) and a graduate course in teaching the young handicapped (n=271) were surveyed concerning their perceptions of community attitudes toward the handicapped, the support school systems will provide for implementing P.L. 94-142 (the Education for All Handicapped Children Act), and the current level of implementation in their local schools. Ss were located at 31 sites in Appalachia. Responses were analyzed by region, urbanization, and respondent's position of employ-

ment. Participants' perceptions of community awareness and the degree of school support were neutral to low. Forty-one percent of the course participants and 32% of the workshop participants reported mainstreaming currently taking place in their school. A significant effect was found for region in level of mainstreaming. Results were discussed in terms of the need to establish a data base of information for the successful implementation of P.L. 94-142, and the impact of public awareness and teacher attitudes was addressed. (Author)

# **ED 154 556** **EC 110 259**

Fitzpatrick, Jody L. Beavers, April  
**An Inservice Course on Mainstreaming: An Innovative Media Approach.**

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Mar 78

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, Canada, March, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Communication Satellites, \*Curriculum Design, Delivery Systems, Elementary Secondary Education, \*Handicapped Children, \*Inservice Teacher Education, Instructional Media, \*Mainstreaming, \*Program Descriptions, Program Development, Program Evaluation

An inservice course on mainstreaming is provided to 314 teachers in 31 sites in Appalachia via satellite. In addition to media portions, the course consists of printed ancillary materials and practicum activities. Films show exemplary mainstreaming programs and teachers implementing techniques taught in the course. Content focuses on strategies for individualizing instruction and on attitude change. The course is evaluated in terms of attainment of affective and cognitive objectives, reactions to content, format and structure, and technical success. The course will be adapted for dissemination based on evaluation findings. (Author/SBH)

# **ED 154 557** **EC 110 260**

White, Alan J., Ed.  
**Conn-Cept V: A Connecticut Primer on Program Development for the Gifted and Talented. Task Force Report on Identification. 1978 Revised Edition.**

Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

Pub Date 78

Note—76p.; Published originally as Identification of the Gifted and Talented: Report of the Connecticut Task Force on Identification, 1974; For related information, see EC 110 261

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Academically Gifted, Conceptual Schemes, \*Disadvantaged Youth, Elementary Secondary Education, \*Gifted, Models, \*Program Descriptions, \*Screening Tests, \*Student Evaluation, Talented Students, \*Talent Identification

Identifiers—\*Connecticut

The volume presents information on the identification of gifted and talented children, ranging from very broad screening and selection sequences to specific procedures and instruments for locating talent in a variety of areas. Initial sections provide excerpts from Connecticut State Department of Education publications on identification of gifted and talented students and recommendations for gifted and talented programs under Section 10-76 of the general statutes of Connecticut special education legislation. In a third section on guidelines for identification and instrument selection, brief descriptions are provided for measures of general scholastic ability; creative thought processes and creativity potential; conformity, socialization, and maturation; and ideational, figural, expressive, and associative fluency. A fourth section includes descriptions of general systems (such as Project Improve) and instruments for gifted and talented identification. Additional sections address the following: identification of students with extraordinary learning ability; identification of creative thinking abilities; and the identification, talent potential, and a model project for the culturally diverse gifted. (SBH)

# **ED 154 558** **EC 110 261**

White, Alan J., Ed.  
**Conn-Cept VI: A Connecticut Primer on Program Development for the Gifted and Talented. Task Force Report on Evaluation and Resource Directory. 1978 Revised Edition.**

Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

Pub Date Jan 78

Note—111p.; Published originally as Evaluation of Programs for the Gifted and Talented: Report of the Task Force on Evaluation, 1974; For related information, see EC 110 260

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Bibliographies, Conceptual Schemes, Elementary Secondary Education, Evaluation Methods, Financial Support, \*Gifted, \*Models, \*Resources, \*Student Evaluation, \*Talented Students, \*Talent Identification

The document provides a supplement on evaluation and information on resources related to the identification of gifted and talented children. Section I on evaluation covers three different approaches to evaluation along with a statement of their strengths and weaknesses and examples of assessment techniques appropriate to each method. Also described are two comprehensive evaluation models, each combining various features of the product, process, and presage approaches. Section II focuses on locating local community resources, getting a proposal funded, and contacting resource agencies and organizations. Also included are bibliographies on the following areas: identification, curriculum, program development, affective needs, books for parents, and evaluation. (SBH)

# **ED 154 559** **EC 110 262**

**IEP: Individualized Educational Program. What Is It/How Does It Work?**

Montgomery County Association for Retarded Citizens, Silver Spring, Md.

Pub Date 78

Note—13p.; A MCARC Information Sheet

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Elementary Secondary Education, Guidelines, \*Handicapped Children, \*Individualized Programs, Records (Forms), Special Education

The document uses a question-answer format to provide an overview of the individualized educational program (IEP), particularly as it relates to the education of handicapped children. Topics considered include the need for an IEP, advantages to the parent, and the team that develops the IEP. An IEP is reported to have information on the following components: child's present functioning level, annual goals, short-term objectives, a listing of the person responsible for various activities, amount of time to be spent teaching each activity, starting and projected ending dates, strategies and techniques, materials and resources, and evaluation. Sample IEP forms are given. (SBH)

# **ED 154 560** **EC 110 263**

Murray, Charles A. And Others  
**UDIS: Deinstitutionalizing the Chronic Juvenile Offender: Executive Summary.**

American Institutes for Research, Washington, D.C.

Pub Date Jan 78

Note—38p.; Prepared for the Illinois Law Enforcement Commission; For related information, see EC 110 264; Parts may be marginally legible due to print quality

Available from—American Institutes for Research, 1055 Thomas Jefferson Street, N.W., Washington, D.C. 20007 (\$2.50)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Adolescents, \*Delinquency, Delivery Systems, Exceptional Child Research, \*Institutionalized Persons, \*Intervention, \*Program Costs, \*Program Evaluation, \*Recidivism

Identifiers—\*Unified Delinquency Intervention Services

The summary offers an overview of the conclusions and recommendations derived from a comparison of two programs for juvenile delinquents, a traditional institutional approach (DOC) and the Unified Delinquency Intervention Services (UDIS) designed to deal with boys effectively without institutionalization. Sections cover the following topics (sample subtopics are in

parentheses): the suppression effect of correctional intervention (consistency of the findings with other research, explanation of the suppression effect, and the reasons why UDIS and DOC produced dramatic drops in recidivism); UDIS versus institutionalization (recidivism and costs); and the UDIS approach (individualized programming, short-term programming, the least drastic alternative principle, and protection of the public). It is concluded that there are three main lines of objection to resorting to UDIS or DOC before a long record of arrests or earlier than the age of 16: costs, the problem of false-positives, and generalized antagonism to intervention. (SBH)

**ED 154 561** **EC 110 264**

Murray, Charles A. And Others

**UDIS: Deinstitutionalizing the Chronic Juvenile Offender.**

American Institutes for Research, Washington, D.C.

Pub Date Jan 78

Note—271p.; Prepared for the Illinois Law Enforcement Commission; For related information, see EC 110 263 ; Parts may be marginally legible due to print quality

Available from—American Institutes for Research, 1055 Thomas Jefferson Street, N.W., Washington, D.C. 20007 (\$7.50)

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.**

Descriptors—Adolescents, \*Delinquency, \*Delivery Systems, \*Demonstration Projects, Exceptional Child Research, Intervention, Program Costs, \*Program Descriptions, \*Program Evaluation, Recidivism, \*Services

Identifiers—\*Unified Delinquency Intervention Services

The report describes the Unified Delinquency Intervention Services (UDIS) program, a demonstration project to provide services for the chronic inner-city delinquent. Part I provides introductory information on the program and the chronic delinquent, design of the study (including staff, general design characteristics, archival data and interview data collection, the data files, and analytic issues), and the origins of UDIS (the judicial and institutional context, the institutional context, and program planning and start-up). Explained in Part II are various components of the program (such as staff organization and history, role of the UDIS advisory board, and the UDIS tracking system), intermediate outcomes of program operations, intermediate objectives of program operations (including individualized programming, the least drastic alternative principle, and short-term programming), and appraisals of the process. A third and final section discusses program results in terms of recidivism, suppression of delinquent activity, and relative costs of UDIS and traditional institutionalization. Among conclusions is that there are three main lines of objection to providing intervention for delinquents before age 16 or a long arrest record: costs, the problem of false-positives, and generalized opposition to intervention. Appendices include sample data collection instruments, a list of references, and sample outputs of the Northwestern Tracking System. (SBH)

**ED 154 562** **EC 110 265**

Gilles, Cynthia

**Special Education Manpower in Massachusetts Status Report and Recommendations.**

Massachusetts State Dept. of Education, Boston. Bureau of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Jul 76

Note—53p.; A Massachusetts Special Education Manpower Project; Print on some pages is marginal and may not reproduce well in hard copy

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Data Collection, Elementary Secondary Education, \*Handicapped Children, \*Manpower Development, \*Manpower Needs, \*Special Education, State Programs, \*Statistical Data

Identifiers—\*Massachusetts

The status report includes a summary and analysis of manpower information collected during the first year of the Massachusetts Special Education Manpower Project and offers some recommendations relative to special education manpower development. Section I focuses on variables affecting special education personnel supply/demand such as P.L. 94-142 (Education for All Handicapped Children Act); numbers, ages, and classification of children with special

needs; and fiscal constraints. A second section considers the supply of special education related personnel. The demand for special education related personnel is discussed in a third section as it relates to such areas as percentages of children with special needs served in different prototypes, personnel placement problems, and inservice training needs. A fourth section considers the supply/demand balance for various types of professionals (including teachers, administrators, and other specialists). Final sections review state and federal special education training priorities and recommendations. (SBH)

**ED 154 563** **EC 110 266**

Spinetta, John J.

**Parental Personality Factors in Child Abuse.**

Pub Date [77]

Note—18p.; Print is marginal and will not reproduce well in hard copy

Available from—John J. Spinetta, Department of Psychology, San Diego State University, San Diego, California 92182

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Child Abuse, Exceptional Child Research, Family Problems, \*Mothers, \*Neglected Children, \*Personality Studies Identifiers—\*At Risk (For Handicap)

In an attempt to demonstrate that abusing parents differ from nonabusing parents in personality variables, the Michigan Screening Profile of Parenting was administered to six groups of mothers (n=100): adjudicated abuser, spouses of adjudicated abusers, mothers convicted of child neglect, nonabusing mothers from a college student population, nonabusing mothers from a middle socioeconomic level, and nonabusing mothers from a lower socioeconomic level. Among findings were that in all of the cases, the first three groups scored at levels of higher risk than did the latter three groups, while the abusers scored at the highest-risk levels throughout. (Author/SBH)

**ED 154 564** **EC 110 267**

Seymour, Vickie Lynn

**Teenage Prostitution as a Product of Child Abuse.**

Pub Date [77]

Note—12p.; Print is marginal and may not reproduce well in hard copy

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Adolescents, \*Child Abuse, \*Delinquency, Emotionally Disturbed, \*Individual Characteristics, Intervention, Research Reviews (Publications), \*Sexuality, \*Socially Deviant Behavior Identifiers—\*Prostitution

Teenage runaways and prostitution have become a rising problem in the major cities of the United States. Research into the backgrounds of youngsters selling sexual favors has shown many similarities in children's family background, particularly homes with abusing parents. The handling or lack of handling, up to this point, has not proved successful in returning these children to a middle class society. New methods of intervention must be designed that incorporate recent research methods. (Author/SBH)

**ED 154 565** **EC 110 269**

Robinson, Luther D., Ed. And Others

**The Future of Mental Health Services for Deaf People.**

Saint Elizabeths Hospital, Washington, D.C.

Report No.—DHEW-ADM-77-524

Pub Date 77

Note—142p.; Proceedings of the First Orthopsychiatric Workshop on Deafness

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-024-00684-0)

Journal Cit—Mental Health in Deafness; Experimental Issue No. 1 p1-136 Fall 1977

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Adults, Aurally Handicapped, Conference Reports, \*Deaf, Elementary Secondary Education, \*Federal Programs, Futures (of Society), \*Mental Health, Mental Health Clinics, Psychiatry, \*Psychological Needs, Psychological Services

The proceedings of the 1976 Orthopsychiatric Workshop on Deafness contains 33 papers on mental health for the deaf. Papers address the following five major topics (sample subtopics in parentheses): current status of mental health services for the deaf (hospital, clinic, and school based programs); federal perspectives (the impact

of P. L. 94-142, the Education for All Handicapped Children Act); mental health needs of the deaf (needs of deaf adults, deaf women, and parents of deaf children); assessment, treatment, and research (psychological assessment and preventive mental health services); and the challenge of the future (responses from the National Institute of Mental Health, Rehabilitation Services Administration, and Bureau of Education for the Handicapped). (CL)

**ED 154 566** **EC 110 270**

**Responses to Angry Youth. Cost and Service Impacts of Deinstitutionalization of Status Offenders in Ten States.**

Administration for Children, Youth, and Families (DHEW), Washington, D.C.; National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Oct 77

Contract—J-LEAA-013-77

Note—74p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Costs, \*Delinquency, \*Financial Policy, Prevention, Program Costs, Residential Programs, \*State Programs

Identifiers—Deinstitutionalization, Final Reports

The final report addresses the cost and service impact of deinstitutionalization of status offenders in 10 states. Considered are the following aspects: state of deinstitutionalization (including change and legislative strategies, and non-resident services); services available to status offenders (including such service needs as additional residential programs and improved service coordination), cost analysis of deinstitutionalization for each of the 10 states; and issues (including status offense jurisdiction, prevention versus intervention, and definitional difficulties). (CL)

**ED 154 567** **EC 110 286**

**Comprehensive Support Services Program Demonstration Project. ESEA IV-C.**

Ithaca Public Schools, N. Y.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; New York State Education Dept., Albany.

Pub Date 77

Note—38p.; Not available in hard copy due to marginal reproducibility of original

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Ancillary Services, \*Demonstration Projects, Educational Diagnosis, Elementary Secondary Education, \*Handicapped Children, \*Interdisciplinary Approach, Learning Difficulties, \*Program Descriptions, Special Services

Identifiers—Comprehensive Support Services Program

Described is the development and operation of Ithaca (New York) City School District's Comprehensive Support Services Program (CSSP), a diagnostic prescriptive approach to coordinating services for children with learning problems. Listed are program activities (such as providing training opportunities for the total teaching staff) and program objectives (including to provide information and assistance to other districts). The CSSP process is diagrammed, and data on national and actual norm gains are provided. (CL)

**ED 154 568** **EC 110 315**

Garrison, Wayne M. And Others

**Self-Concept and Social Interaction in a Deaf Population.**

Pub Date Mar 78

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, Canada, March 1978); Figures 1 and 2 may reproduce poorly due to print quality

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Aurally Handicapped, \*Deaf, Exceptional Child Research, Interpersonal Competence, Post Secondary Education, \*Self Concept, \*Social Relations, \*Testing Problems, Test Validity

Investigated were self concept levels of 109 deaf college students, and examined were social interaction behaviors among a subset of 27 Ss from the study sample. Results of the Tennessee Self Concept Scale indicated a response pattern demonstrating psychological distress or maladjustment, but reliability and comprehension analysis suggested that a deaf person may approach such a test with restricted or unusual interpretations of

item stimuli. Results of the performance of 27 Ss on the Social Performance Indicator revealed that assertiveness and self identity in groups were directly related to individual self concept. (CL)

**ED 154 569** **EC 110 316**

*Linn, Marcia And Others*  
**Science Education for the Deaf: Comparison of Ideal Resource and Mainstream Settings.**

Pub Date Mar 78

Note—23p.; Paper presented at the American Education Research Association Annual Meeting (Toronto, Ontario, Canada, March, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Art Activities, Aurally Handicapped, \*Deaf, Elementary Education, Exceptional Child Research, \*Mainstreaming, Peer Relationship, Program Effectiveness, \*Resource Room Programs, Science Education, \*Science Instruction, Student Attitudes

Ideal mainstreaming conditions were compared to ideal resource conditions for science and art instruction of 21 deaf students (10-13 years old). Results of nonverbal interviews, teacher observation and opinion surveys of nonhandicapped children indicated that gains in science knowledge were not significantly different for the resource and mainstreamed students; response of normal peers to the science and art programs was generally favorable, with younger students more uneasy about the presence of handicapped children than their older peers; and deaf students engaged in interactive learning experiences in either situation. (CL)

**ED 154 570** **EC 110 317**

*Miller, John K. And Others*

**Mainstreaming the Deaf in Occupational Education Knowledge and Attitudes in the School Environment.**

Rochester Univ., N.Y.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Mar 78

Grant—G007601433

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, Canada, March, 1978); For related information, see EC 110 318

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Attitudes, Aurally Handicapped, \*Deaf, Exceptional Child Research, \*Knowledge Level, \*Mainstreaming, Secondary Education, Student Attitudes, Teacher Attitudes, \*Vocational Education

Examined were the knowledge of deafness of 146 occupational educators involved in mainstream instruction of the deaf and the attitudes toward the deaf of 137 educators and 68 hearing students at occupational training centers. Results of the Knowledge of Deafness Test suggested a relative deficiency in background knowledge about characteristics of deaf mainstreamed students. Results of the Attributes of Deafness Inventory produced three conclusions: on the average attitudes of educators and hearing students were more favorable than unfavorable; administrators, pupil personnel staff, teachers, and hearing peers differed in the degree of favorableness expressed toward the deaf; and substantial numbers of teachers and hearing students expressed uncomplimentary attitudes toward the deaf. Findings had implications for ways to induce greater support for mainstreaming efforts. (CL)

**ED 154 571** **EC 110 318**

*Miller, John K. And Others*

**Philosophic Considerations in Mainstreaming the Hearing Impaired in Occupational Education Programs: An Empirically Based Discussion of Goals and Objectives.**

Rochester Univ., N.Y.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Mar 78

Grant—G007601433

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, Canada, March, 1978); For related information, see EC 110 317

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Aurally Handicapped, \*Educational Objectives, \*Educational Philosophy, Exceptional Child Research, Interviews, \*Mainstreaming, Parent Attitudes,

Secondary Education, Teacher Attitudes, \*Vocational Education

Described is a study of the philosophical basis of mainstreamed occupational center programs for hearing impaired secondary students in which 307 educators, parents of handicapped students, and handicapped students were interviewed. Among findings discussed for three issues (the general goals of education, the goals of occupational education, and the relationship between the goals of academic and occupational education) are that educators denied the existence of goal differences for deaf and hearing students; parents emphasized specific job preparation as the outcome of occupational education; and Ss perceived differences between occupational and academic education centering on distinctions between general and specialized training, technical training, and preparation for higher education; and between basic cognitive skills and psychomotor skills and applied knowledge. (CL)

**ED 154 572** **EC 110 319**

*DeCaro, Patricia Emerton, R. Greg*

**A Cognitive-Developmental Investigation of Moral Reasoning in a Deaf Population.**

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Mar 78

Note—28p.; Paper presented at the American Education Research Association Annual Meeting (Toronto, Ontario, Canada, March, 1978)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Aurally Handicapped, \*Deaf, Exceptional Child Research, Higher Education, \*Moral Development, Personality Development, Post Secondary Education, \*Values

N. Porter and N. Taylor's written version of the L. Kohlberg moral reasoning questionnaire was administered to 253 students entering The National Technical Institute for the Deaf, and Form A of the Kohlberg interview schedule was used for in-depth interviews of 10 students. Results indicated that more than 80% of the Ss were reasoning at a "preconventional" (stage one and two) level in which rules are interpreted in terms of physical or hedonistic consequences of action and physical power of those determining the rules. Findings suggested that concerns about the moral reasoning skills of young deaf adults are warranted. (Author/CL)

**ED 154 573** **EC 110 320**

*Hughes, Gerald E.*

**Professional Continuing Education Demonstration Project on Child Abuse and Neglect: An Evaluation of the Effectiveness of Unit 14 of the "We Can Help" Curriculum for Health Professional. Final Report.**

American Academy of Pediatrics, Evanston, Ill.

Spons Agency—National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Pub Date 1 Nov 77

Grant—90-C-866

Note—178p.; Print is marginal and may not reproduce well in hard copy

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—\*Child Abuse, \*Curriculum Development, \*Curriculum Evaluation, Health Personnel, \*Inservice Education, Physicians, Professional Training, Workshops

The report describes activities of the American Academy of Pediatrics under a 1-year grant to evaluate the effectiveness of a child abuse curriculum for physicians and other health professionals. It is explained that the evaluation was conducted through a series of eight workshops based on the curriculum materials. Project results are reported in the following sections: comments on separate curriculum modules, comments on supplementary materials, profile of participants, examination of gains in participant knowledge and attitude scores from pre- to post-test, changes in participant behavior related to workshop attendance, and evaluation of the workshop program as a whole. Inclusion of prevention and treatment modules is recommended. Among 15 appendixes are a roster of legal resource persons and a sample workshop participant questionnaire. (CL)

**ED 154 574** **EC 110 321**

*Withrow, Frank B.*

**The Condition of Hearing Aids Worn by Children in a Public School.**

Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No—(OE)77-05002

Pub Date 77

Note—74p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01724-5)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Audiology, \*Aurally Handicapped, Elementary Secondary Education, Exceptional Child Research, \*Hearing Aids

Described is a two-phase investigation of the electroacoustic status of hearing aids used by aurally handicapped students in the Los Angeles City Unified School District. The first phase is said to have involved field examination using portable electroacoustic equipment and the second phase to have included re-examination of 10% of the field tested aids in a laboratory setting with laboratory equipment. Results confirmed previous studies which reported large numbers of aids malfunctioning and a large number of aids worn with gain settings so low that they could not be expected to help the wearer. Among eight conclusions listed are that audiological service should include counseling and training of parents, teachers, and children in the care and use of hearing aids; that replacement parts, batteries, cords, earmolds and looser aids should be provided as needed; and that electroacoustic evaluation of hearing aids should be made at least annually. (CL)

**ED 154 575** **EC 110 322**

*Jackson, Janice Flamboe, Thomas C.*

**An Annotated Bibliography of Some Recent Articles That Correlate with the Sewall Early Education Developmental Program (SEED).**

Wyoming Univ., Laramie.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 77

Note—59p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Annotated Bibliographies, \*Daily Living Skills, Early Childhood Education, \*Handicapped Children, Hygiene, \*Language Development, \*Motor Development, \*Social Development

The annotated bibliography contains approximately 110 references (1969-1976) of articles related to the Sewall Early Education Developmental Program. Entries are arranged alphabetically by author within the following seven topic areas: social emotional, gross motor, fine motor, adaptive reasoning, speech and language, feeding and dressing and simple hygiene development. Citations usually include information on title, source, date and pagination as well as a brief annotation. (CL)

**ED 154 576** **EC 110 323**

*Armstrong-Douglas, Mary Lee*

**Developing and Implementing Due Process Procedures for Exceptional Children.**

Nova Univ., Fort Lauderdale, Fla.

Pub Date Aug 77

Note—248p.; Introductory Practicum Report; Print on some pages is marginal and may not reproduce well in hard copy

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**

Descriptors—Conceptual Schemes, \*Due Process, Educational Policy, Elementary Secondary Education, \*Gifted, \*Handicapped Children, Inservice Teacher Education, Models, School Policy

The report describes the development and monitoring of a procedural due process model for handicapped and gifted students in a large rural school system. It is explained that commercially available materials were used to train administrators and teachers, consistent forms were developed and reproduced for the entire system, and a monitoring process was implemented. The development of a Procedural Due Process Checklist, a Procedural Due Process Personnel Training Program is detailed, and sample copies of each product are included in the appendix. (CL)

**ED 154 577** **EC 110 324**

*Evans, Joyce S.*

**Ability Development Project for Five-Year-Olds. Final Report.**

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No—443CH50237

Pub Date May 77

Grant—G007500592

Note—209p.



**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**  
 Descriptors—Bilingual Education, Early Childhood Education, \*Handicapped Children, \*Instructional Materials, Kindergarten, \*Mainstreaming, \*Material Development, \*Mexican Americans, Minority Groups, Preschool Education  
 Identifiers—Final Reports

The final report documents activities designed to develop supplementary instructional materials for use with handicapped Mexican American pupils mainstreamed into kindergarten programs using the Bilingual Kindergarten Program as curriculum base. An initial chapter covers general project background and overview information. Chapter two reviews the development of four products: the Spanish/English Language Performance Screening, the Observational Checklists for Referral, instruction manuals, and supplementary materials. A discussion of pilot research carried out during the project's second year is provided in the third chapter, while the fourth reviews dissemination efforts. Among eight appendices are a review of publicity information and home and media examples of supplementary materials. (CL)

**ED 154 578** **EC 110 330**

Wusterbarth, Niles Long, Nicholas J.  
**Social Interaction Among Maltreated Preschoolers in a Therapeutic Educational Setting.**  
 American Univ., Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Research Projects Branch.

Pub Date 77

Grant—G007700010

Note—123p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Behavior Change, \*Child Abuse, \*Contingency Management, Exceptional Child Research, \*Interaction, \*Peer Relationship, Preschool Education, Reinforcement

The study evaluated the effectiveness of positive social teacher approval contingent upon prosocial behavior by two abused preschoolers toward peers with similar background. Using a single subject ABAB research design, results supported the relationship between positive social teacher approval and increased positive student behavior, decreased negative behavior and increased prosocial behavior of peers toward Ss. Findings demonstrated the effectiveness of systematically applied behavioral principles in improving the social interaction for maltreated students and improving the quality and quantity of social interaction for the classroom as a whole. (CL)

**ED 154 579** **EC 110 331**

Simpson, Marian  
**Motor Perception Activities for the Kindergarten.**  
 Wayne - Carroll Public Schools, Wayne, Nebr.

Pub Date 77

Note—164p.; This manual is a revision and expansion of the Original Kindergarten Manual by Paul Eaton

Available from—Richard Metteer, Project Director, Project Success, 312 Douglas Street, Wayne, Nebraska 68787 (\$5.00)

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—Early Childhood Education, \*Learning Disabilities, \*Lesson Plans, \*Motor Development, \*Perceptual Motor Learning, \*Physical Activities, Physical Education, Student Evaluation

The manual is designed to provide the physical education teacher or the kindergarten teacher with an orderly sequence of experiences for promoting growth in body awareness, dynamic balance, muscular strength, spatial awareness, and temporal awareness in the 5- and 6-year-old learning disabled child. The 33 weeks of lesson plans are designed for daily 20-minute physical education class periods. Initial sections of the document cover class organization, the motor perception test, tips for testing, a sample motor perception test recording chart, and warm-up exercises. The bulk of the document outlines activities which include throw and catch, tumbling, and folk dance. Appended are a suggested record list and supplemental activities involving visual motor skills and motor perception skills. (SBH)

**ED 154 580** **EC 110 393**

Rowley, Jo Anne And Others  
**A Programmed Module for the Development of Competency in Screening Techniques. (Project Find).**

Gregory-Portland Independent School District, Gregory, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 77

Note—32p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Elementary Secondary Education, \*Handicapped Children, \*Inservice Teacher Education, \*Screening Tests, \*Testing, Workbooks

Designed for individualized study or inservice situations, the module is intended for training professional educators or paraprofessionals, under the supervision of professionals, in the proper administration of screening instruments. Emphasis is placed on the ability to provide valid data to diagnosticians. The work booklet covers the following screening devices: Peabody Picture Vocabulary Test, Slosson Intelligence Test, Slosson Drawing Coordination Test, Draw A-Person Test, and Motor Development Checklist. (SBH)

**ED 154 581** **EC 110 394**

Rowley, Jo Anne And Others  
**Developing Effective Parent Involvement Techniques. Project Find.**

Gregory-Portland Independent School District, Gregory, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 77

Note—270p.

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.**

Descriptors—Early Childhood Education, Elementary Secondary Education, \*Handicapped Children, Inservice Teacher Education, Learning Activities, \*Parent Education, \*Parent Role, \*Parent School Relationship, \*Parent Teacher Cooperation, Workbooks

The module is designed to equip educators with some skills in understanding the feelings of parents of handicapped children, listening, contacting parents, and planning activities for parental involvement. Separate sections cover the four program components: parent feelings, parent contact techniques, evaluation of a parent involvement program, and the Project FIND parent involvement program. Appended are four booklets on learning games; a parent guide on everyday problems of young children; and a parent booklet on activities for summer play involving recreation, instruction, and nonsense. (SBH)

**ED 154 582** **EC 110 434**

Des Jardins, Charlotte Hull, Rita  
**Rights Handbook for Handicapped Children and Adults.**

Co-Ordinating Council for Handicapped Children, Chicago, Ill.; Hot Line for Citizens with Handicaps, Chicago, Ill.

Pub Date Aug 77

Note—105p.

Available from—Co-Ordinating Council for Handicapped Children, 407 South Dearborn, Chicago, Illinois 60605 (\$2.00)

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Adults, Architectural Barriers, \*Civil Liberties, Civil Rights, Early Childhood Education, Educational Programs, Elementary Secondary Education, Employment, \*Federal Legislation, \*Handicapped, Housing, Income, Institutionalized Persons, Special Education, \*State Legislation, State Programs, Taxes, Transportation, Vocational Rehabilitation

The handbook is intended as a reference to rights of handicapped children and adults as defined by federal and state legislation. A section on education makes up a major portion of the document and includes information on the following areas: definition of handicapped children, early childhood, visual impairment, hearing impairment, physical or health impairment, learning disability, educational handicap, emotional handicap, behavior disorder, mental impairment, speech and/or language impairment, multiple impairment, home and hospital, prevocational, special education supportive services, psychological services, social work services, special education summer programs, services for children in their primary language, mainstreaming, termination of special education placement, graduation of handicapped students, exclusion of handicapped students, state-operated or private program, impartial due process hearing, parents' rights to inspect children's records, special education services for children in residential care, transportation of han-

dicated children, and five basic steps in enrolling a handicapped child. Other sections cover the Illinois Individual Care Grant Program, supplemental security income, social security income, tax deductions, rights of institutionalized, developmental disabilities, vocational rehabilitation, employment, housing, transportation, architectural barriers, civil rights, and other rights. (SBH)

**ED 154 583** **EC 110 435**

Alvir, Howard P.  
**An Evaluation Report on Special 4(B) Programs for the Deaf and Blind.**

New York State Education Dept., Albany. Bureau of Occupational Education Research.

Pub Date Jul 77

Note—54p.

Available from—Bureau of Occupational Education Research, New York State Education Department, Room 468, 31 Washington Avenue, Albany, New York 12234

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Aurally Handicapped, \*Blind, \*Career Education, \*Deaf, Demonstration Projects, Elementary Secondary Education, Exceptional Child Research, \*Federal Programs, \*Program Evaluation, Visually Handicapped

The report summarizes the evaluation made of six special occupational education programs (five for the deaf and one for the blind) funded under Vocational Education Amendments of 1968, Part B, Section 4(B) of P.L. 90-576. Section I provides an overview of the observational techniques used to conduct the evaluation. The overview identifies what was observed, which key individuals were interviewed, and which school records were reviewed. Sections II through VII provide an overview of the observations, interviews, and reviews conducted as part of the evaluation. Each site evaluated is reported in a separate section. Sections II through VII conclude with recommendations for transportability to similar programs and with a two-page summary evaluation for each local 4(B) project. Emphasis is placed on locally successful practices which show promise of applicability in similar programs. Section VIII provides statewide recommendations and a short statement of the bases for these recommendations. (Author/SBH)

**ED 154 584** **EC 110 474**

Miller, James F.  
**Area Learning Resources Center #10. Final Technical Report.**

New York State Education Dept., Albany; State Univ. of New York, Albany.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—74-8

Pub Date Sep 77

Contract—300-75-0035

Note—101p.; Print is marginal and may not reproduce well in hard copy; Legends on charts are faint

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Delivery Systems, Educational Technology, Elementary Secondary Education, \*Handicapped Children, Inservice Teacher Education, Instructional Materials, \*Program Descriptions, \*Program Evaluation, \*Resource Centers, \*State Programs

Identifiers—Final Reports, \*New York

The New York ALRC (Area Learning Resource Center) has provided the New York State Education Department, Office for Education of Children with Handicapping Conditions with resources and personnel necessary to develop a state service which effectively informs and trains the individuals involved in the education of handicapped children and on the latest educational media, materials, and technology available. It has also enabled the state to put in place a state delivery system for the demonstration and loan of materials, equipment, and technology. New York ALRC personnel have accomplished this goal by providing technical assistance, consultation, and training to the intermediate education units and LEAs (Local Education Agencies) on those areas identified as priorities by the state and federal education agencies. A system of statewide needs assessments on the needs related to educational media, materials, and technology has been put in place through ALRC resources. These activities have resulted in a significant amount of information and training services to those involved in the education of handicapped children at both the state and local

level. In addition, a variety of educational media, materials, and technology training packages were produced and disseminated through the state-wide delivery system. ALRC personnel also have contributed to the growth of the state delivery system by improving the state's capacity in network development. (Author/SBH)

**ED 154 585** **EC 110 475**

*Brown, Faye M.*  
Southeast Regional Resource Center #13. Final Technical Report. June 1, 1974 through May 31, 1977.

Auburn Univ., Montgomery, Ala.  
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 31 Aug 77  
Contract—OEC-0-74-7902  
Note—161p.; For related information, see EC 110 476

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—\*Delivery Systems, Elementary Secondary Education, \*Handicapped Children, Program Development, \*Program Evaluation, \*Resource Centers, \*State Programs  
Identifiers—Final Reports

Presented is the final report of the Southeast Regional Resource Center's project to interface ALRC/RRC (area learning resource center/regional resource center) effort within Region 13 to insure a comprehensive service delivery capability to the handicapped children in member states (Alabama, Florida, Georgia, Louisiana, Mississippi, Puerto Rico, South Carolina, and the Virgin Islands). Section I provides a statement of work from June 1, 1974 to May 31, 1977 in five areas: state program development, educational appraisal, educational programing, sharing resources, and project administration. Section II, which makes up the bulk of the document, consists of state-by-state project summaries. The work areas are considered for each state in terms of introductory information, major activities, results/conclusions, and recommendations. Also included is an Alabama Direction Service report and a supplemental materials index. (SBH)

**ED 154 586** **EC 110 477**

*Gettings, Robert M. And Others*  
Income Maintenance and the Developmentally Disabled: An Analysis of Policy Issues.

National Association of State Mental Health Program Directors, Washington, D. C.

Spons Agency—Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.

Pub Date Dec 77  
Grant—54-P-71156/3  
Note—81p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Developmental Disabilities, \*Federal Aid, \*Federal Programs, \*Income, \*Mentally Handicapped, \*Policy, Research Projects

The report focuses on the National Association of State Mental Retardation Program Directors' project to produce an in-depth analysis of income maintenance for the developmentally disabled. The following issues were considered: the disability determination process; eligibility for rehabilitation services; incentives and disincentives to employment; the relationship between living arrangements and benefit levels; and the role and function of the representative payee. Among recommendations for each issue (which are summarized in an initial section) are that: the Social Security Administration (SSA) should issue clear, definitive standards for evaluating non-exertional as well as exertional limitations; the Department of Health, Education, and Welfare should strengthen procedures for identifying and referring Supplemental Security Income (SSI) childhood recipients to appropriate service programs by delegating case finding and referral responsibilities to the local SSA District Office rather than to the state Disability Determination Service; Congress should permit SSA to deduct job-related expenses in determining whether non-blind, disabled individuals under 65 years, are entitled to receive SSI benefits; Congress should conduct an in-depth analysis of present federal policies for financing long term care for the disabled; and SSA should strengthen its efforts to identify and recruit non-institutional representative payees, such as parents, guardians, friends, and advocates. Included are a table of SSI payment levels for disabled persons, by state and by

living arrangement, July, 1976; excerpts from letters of endorsement; and tables, charts, and graphs with statistical data from the project. (SBH)

**ED 154 587** **EC 110 478**

*Yahraes, Herbert*  
Causes, Detection and Treatment of Childhood Depression.

National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Scientific and Public Information.

Report No.—DHEW-ADM-78-612  
Pub Date 78  
Contract—278-76-0033-(ST)

Note—10p.  
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-024-00701-3)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Childhood, \*Emotionally Disturbed, \*Etiology, \*Identification, \*Individual Characteristics, \*Therapy  
Identifiers—\*Depression (Psychological)

Three types of depressive illness of childhood (masked depression, acute depressive illness, and chronic depressive illness) are described; contributing factors (heredity and parental behavior) are discussed; and indications of depression are considered. Briefly reviewed are various methods of treating depressed children, including the use of antidepressive drugs. (SBH)

**ED 154 588** **EC 110 479**

*Harley, J. Preston And Others*  
An Experimental Evaluation of Hyperactivity and Food Additives. 1977-Phase II.

Pub Date 77  
Grant—133-9051; 527

Note—134p.; The project was supported by the University of Wisconsin Food Research Institute and the Nutrition Foundation; For Phase I of the study, see EC 104 073

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Behavior Change, Childhood, \*Dietetics, Exceptional Child Research, \*Hyperactivity, \*Nutrition, Program Effectiveness

Identifiers—\*Feingold (B F)

Phase II of a study on the effectiveness of B. Feingold's recommended diet for hyperactive children involved the nine children (mean age 9 years) who had shown the "best" response to diet manipulation in Phase I. Each child served as his own control and was challenged with specified amounts of placebo and artificial color containing food items while being maintained on a strict elimination (Feingold) diet over an 11-week period. Parental and teacher ratings, classroom behavior observations, and neurological test scores obtained during baseline, placebo, and challenge conditions were not found to be adversely affected by the artificial color challenge materials. Comparable data gathered on a matched control group showed them to receive significantly better ratings than the hyperactive Ss on the majority of the comparison measures employed. Possible explanations for the discrepancy between the dramatic clinical-anecdotal reports that have been given and the more equivocal findings from formal experimental projects were considered. (Tables, graphs, and charts with statistical data are included.) (SBH)

**ED 154 589** **EC 110 480**

*Williams, John M.*  
Project CORE. Final Report.

Spons Agency—Massachusetts State Dept. of Education, Boston.

Pub Date Sep 77  
Note—86p.; Some of the print is marginal and may not reproduce well in hard copy

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Adolescents, \*Delinquency, \*Demonstration Projects, Inservice Education, \*Program Descriptions, Program Evaluation, Secondary Education, Teacher Education  
Identifiers—\*Final Reports, Project CORE

The final report summarizes activities, accomplishments, and staff and third-party evaluations of project CORE (Cooperative Operations for Restructuring Education), a program to provide educational services to incarcerated youth. Chapters 1-3 review the history of the project and describe accomplishments of specific programs, including the provision of inservice workshops for parents and professionals involved with 16-22 year-olds and the training of 10 graduate teachers

to become generic teachers serving students in secondary programs. Chapters 4-6 contain responses from exit interviews with the project staff and interns. Project impact, recommendations, and anecdotes and success stories are summarized. (CL)

**ED 154 590** **EC 110 481**

*Curtis, Jonathan J.*  
Southwest Area Learning Resource Center. Final Technical Report. September 1, 1974 through September 30, 1977.

New Mexico State Univ., Las Cruces.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.—446AH60017  
Pub Date 30 Sep 77  
Contract—300-75-0045

Note—176p.

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—Elementary Secondary Education, \*Handicapped Children, Information Centers, \*Instructional Materials, \*Instructional Materials Centers, Instructional Media, Media Selection, \*Program Development, \*Regional Programs, Special Education, \*State Programs  
Identifiers—Final Reports, Southwest Area Learning Resource Center

The final report details project activities from 1974 to 1977 of the Southwest Area Learning Resource Center, a regional center designed to stimulate and assist in the development of media and materials for special education. Individual sections consider project background; philosophy, goals, and objectives; organization; and work-scope areas. Detailed are four project work areas: state program development (including provision of technical assistance to state education agencies); instructional materials development; media, materials and educational technology training (including helping inservice trainers locate programs and materials); media and materials information system; and project administration. (CL)

**ED 154 591** **EC 110 482**

A Guide to Programs Funded by the Office of Gifted and Talented. FY 76-78.

Council for Exceptional Children, Reston, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office for Gifted and Talented.

Pub Date 78  
Contract—300-76-0530

Note—202p.  
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Drive, Reston, Virginia 22091

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**

Descriptors—Directories, Elementary Secondary Education, \*Federal Programs, \*Gifted, \*Program Descriptions, \*Talented Students

The guide presents information on 53 federally funded projects for gifted and talented students. Projects are arranged according to geographic regions, and entries usually contain information on such aspects as funding level, population, administration and organization, staffing, curriculum description, dissemination, evaluation, and the address of the project director. (CL)

**ED 154 592** **EC 110 483**

*Dyk, James Frederic*  
Directors of Special Education—Executive

Directors of Associations for Retarded Citizens: Interactions and Responsibilities. Final Report.

Indiana Univ., Bloomington.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 76  
Grant—G00-75-00383

Note—97p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Administrative Personnel, \*Administrator Role, Elementary Secondary Education, Exceptional Child Research, \*Handicapped Children, \*Organizations (Groups), Role Perception

The report examines real and perceived role similarities and differences between 139 directors of public school special education programs and 37 executive directors of Association for Retarded Citizens (ARC) programs. Analysis of questionnaires concerning personal data, responsibilities, and communications is presented in tables with percentage comparisons, raw data, and means of weighted response. It is explained that the study's major conclusion was that services for mentally retarded citizens would be enhanced

(through avoiding duplication of services and competition for clients) by more frequent communication between the two categories of directors. (CL)

**ED 154 593** **EC 110 484**  
Nesbitt, John A.

**Educating the Handicapped Child for Leisure Fulfillment. Institute Report. National Institute on Community Recreation for the Handicapped. Revised Edition.**

Iowa Univ., Iowa City. Recreation Education Program.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 78

Grant—G007501219

Note—139p.; Parts may be marginally legible due to print quality

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Elementary Secondary Education, Federal Legislation, \*Handicapped Children, Historical Reviews, \*Leisure Time, Program Development, Program Planning, \*Recreation, Recreational Activities

Identifiers—\*Education for All Handicapped Children Act

The report presents a rationale and goals for leisure services to the handicapped and discusses elements in model state and local implementation of leisure programming related to P.L. 94-142, the Education for All Handicapped Children Act. A historical review of recreation program development is provided along with a consideration of the current status and needs in leisure for the handicapped. Benefits of leisure participation are listed, 12 models for program development (including consumer leisure competency models and community service models) are described, and national activities are discussed. A major section of the report contains an interpretation of the rules and regulations of P.L. 94-142. Other topics addressed include leisure assessment and planning, recreation programming, leisure education, leisure counseling, and personnel resources. (CL)

**ED 154 594** **EC 110 486**

**Basic Skills and Activities Compendium. Instructional Objectives and Matching Activities for Working with Severely and Profoundly Mentally Retarded Children.**

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-7895

Note—257p.

Available from—The Graduate School and University Center of the City University of New York, Center for Advanced Study in Education, Teaching Resource Center Graduate Center, 33 West 42 Street, New York, New York 10036 (\$9.50)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Custodial Mentally Handicapped, Language Development, \*Learning Activities, Mentally Handicapped, Motor Development, \*Objectives, Sensory Training, \*Trainable Mentally Handicapped

The kit contains instructional objectives and matching activities for working with severely and profoundly mentally retarded children. Activities are classified into three color coded skill areas—sensory stimulation, motor development, and language development. Each card includes the name of the activity, objectives, and step-by-step procedures. It is explained that the format and language are appropriate for use by paraprofessionals and parents as well as teachers and other professionals. (CL)

**ED 154 595** **EC 110 487**

Green, Winona A. And Others

**Paraprofessional Training Manual: An Inservice Approach for Training Staff Working with the Severely-to-Profoundly Handicapped.**

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 77

Contract—OEC-0-74-7895

Note—110p.; For related information, see EC 110 486

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Custodial Mentally Handicapped, \*Inservice Education, Mentally Handicapped, \*Paraprofessional Personnel, Staff Improvement, Teaching Methods, \*Trainable Mentally Handicapped

Described is a model for inservice training of paraprofessionals working with the severely and profoundly mentally retarded. Reviewed are the following training phases: orientation, including a discussion of the program's overview and expectations; demonstration and modeling of activity training; monitoring the resident's progress; and prescriptive programming. Each phase is explained to be followed by a feedback meeting featuring problem solving and discussion. Other topics addressed in the manual are using reinforcement, selecting materials, and reviewing participants' performance. (CL)

**ED 154 596** **EC 110 488**

Joiner, Lee Marvin And Others

**A Technical Analysis of the Variation in Screening Instruments and Programs in New York State.** City Univ. of New York, N.Y. Center for Advanced Study in Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 77

Contract—OEC-0-74-7895

Note—108p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Diagnostic Tests, Elementary Secondary Education, \*Evaluation Methods, \*Handicapped Children, Identification, \*Screening Tests, State Programs, Tests

Identifiers—New York

The monograph presents an analysis of screening programs for handicapped children in New York State school districts. An introductory section considers such factors as the general parameters of a screening program and characteristics of a good screening program. Major policy options for screening are seen to include decisions regarding universal or selective screening, use of screening tests of local origin, and examiners' competencies. Taxonomies for screening learning impediments are reviewed, along with a discussion of the variability of screening procedures and a listing and evaluation of instruments used in New York State. Suggestions are made for developing a public awareness program to be used in conjunction with the formal screening program. The final section provides overviews of 25 screening tests used in the state. (CL)

**ED 154 597** **EC 110 489**

Bradley, Ralph A. And Others

**Child Find Manual.**

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 77

Contract—OEC-0-74-7895

Note—141p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Confidentiality, \*Due Process, Early Childhood Education, Elementary Secondary Education, \*Federal Legislation, \*Handicapped Children, \*Identification, Recordkeeping, Screening Tests

Identifiers—\*Child Find

Designed to help school districts meet the Child Find requirements of P.L. 94-142, the Education for All Handicapped Children Act, the manual considers ways of locating unknown handicapped children and reviews aspects of record-keeping, confidentiality and due process. An initial section addresses the role of Child Find in the delivery of special education services. Proceeding sections review procedures for identifying handicapped children through census, public awareness, and screening activities. Suggestions are offered for enhancing interagency cooperation, and legal requirements for due process, confidentiality, recordkeeping, and data collection are discussed. (CL)

**ED 154 598** **EC 110 627**

Cobb, Sharon Gotch And Others

**CONN-CEPT III. Once Upon a Building: Creating a Differentiated Learning Environment for the Gifted and Talented.**

Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

Pub Date 78

Note—106p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Curriculum Development, Elementary Secondary Education, \*Gifted, Learning Activities, \*Program Development, \*Program Planning, \*Talented Students

Using steps in constructing a building as guidelines, the booklet discusses elements in developing programs and curricula for the gifted and talented. Addressed are the following aspects: defining the needs of the gifted and talented, locating resources, involving faculty and administration, brainstorming concept areas and goals, and planning a unit framework. Eighteen sample activities, including self evaluation, resource presentation, and idea station activities are included. (CL)

**ED 154 599** **EC 110 630**

Singh, Surenda P.

**An Integrated Psycho-Educational Program Center.**

Pub Date Aug 77

Note—87p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Demonstration Projects, Elementary Secondary Education, \*Handicapped Children, \*Inservice Teacher Education, \*Mainstreaming, \*Program Descriptions, Program Development, \*Psychoeducational Processes, Staff Improvement, Student Evaluation

Identifiers—\*Integrated Psychoeducational Program Center

Described is an integrated psycho-educational program center (IPEC) designed to develop an administrative construct for an integrated educational program to provide maximum possible neuropsychological services in the regular classroom for all children identified as exceptional and to provide strategies for developing skills among regular class teachers and special educators within the mainstream of school life. Sections address the following IPEC components: philosophical assumptions; conceptual statement of program objectives; general program description; elements of IPEC; general administrative construct; IPEC activities; general curriculum emphasis areas and procedures; center staff; description of procedures for implementation activities; personnel responsibilities; example of daily schedule; parent-family participation; evaluation; demonstration; advisory council; staff and job description; time-table; and references. Appended are evaluation scales, staff development material used during the 1975-76 year, a staff development identification questionnaire, needs assessment data, an intake form, and a general diagnostic battery. (SBH)

## FL

**ED 154 600** **FL 009 265**

Nostrand, Howard Lee

**Cultural Pluralism: What For? By What Means? At What Costs?**

Montana Association of Language Teachers.

Spons Agency—Montana Univ., Missoula.

Pub Date 76

Note—10p.

Journal Cit—MALT; v21 p4-12 Fall 1976

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Cultural Differences, Cultural Education, \*Cultural Pluralism, \*Ethnic Groups, \*Ethnicity, Language Instruction, Language Planning, \*Language Teachers, \*Minority Groups, Subculture

Identifiers—Montana

The ideology of cultural pluralism has replaced that of the melting pot in the United States. Cultural pluralism can be defined as the mutual respect between individuals and between groups that differ in their life styles. The former melting pot ideology exacted a price from everyone, both from the minorities and from the group supposedly superior. Cultural pluralism, however, can also lead to problems. It can lead to a separatism that would diminish the capacity of the total interacting group of minority and majority subcultures. Cultural pluralism can also lead to dissension among the ethnic groups themselves. To be successful, cultural pluralism requires cultural planning, along with language planning. Because of their expertise in understanding and making understandable a second culture, foreign language teachers have a unique and important role to play in planning and maintaining cultural pluralism. (CFM)



ED 154 601 FL 009 349

Danner, G. Richard And Others  
Self-Evaluation of Foreign Language Programs in Ohio.

Ohio Modern Language Teachers Association, Columbus.

Pub Date 77

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Articulation (Program), Cocurricular Activities, \*College Language Programs, \*Course Evaluation, Course Objectives, Curriculum Evaluation, Educational Objectives, Educational Philosophy, Elementary Secondary Education, Evaluation Methods, Faculty Development, Faculty Evaluation, Grammar, \*Guidelines, Higher Education, Instructional Materials, \*Language Instruction, \*Language Programs, Language Skills, Language Teachers, Modern Language Curriculum, \*Program Evaluation, Program Improvement, Second Language Learning, Teaching Methods.

An informal guide to the self-evaluation of school and college foreign language programs is presented. Its purpose is to suggest guidelines to departments that have not yet developed their own full evaluative procedures. Questions relate to: (1) philosophy and goals; (2) curriculum, methods, materials, and facilities; (3) faculty training and involvement; (4) ancillary activities; and (5) evaluative procedures. Each of the five areas treats many sub-topics relating to course objectives, department goals and rationale, various kinds of tests, teaching the four skills, the role of grammar, provision for the individuality of students, articulation between levels of instruction, culture, student-teacher ratio, promotion of professional growth activities, method of choosing texts, extra-curricular foreign language activities, and all types of evaluation procedures. No single methodological approach is emphasized. (Author/AMH)

ED 154 602 FL 009 401

Andersson, Erik

Sentence and Clause: A Taxonomy in a Generative Framework. Reports on Text Linguistics: Four Papers on Text, Style and Syntax.

Abo Akademi (Finland).

Pub Date 74

Note—29p.; Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Connected Discourse, Deep Structure, Generative Grammar, Grammar, Kernel Sentences, Language Classification, Language Research, \*Linguistic Theory, \*Phrase Structure, Sentence Combining, \*Sentences, \*Sentence Structure, \*Structural Analysis, Surface Structure, Syntax, Taxonomy, Traditional Grammar, Transformation Generative Grammar

Identifiers—\*Clauses, \*Text Linguistics

This paper examines the question of whether two labels should be used for the units traditionally called "sentence" and "clause" or whether the same label should be used and the units distinguished in some other way. Proponents of a two-level analysis have traditionally argued that sentences and clauses can have different structures. A related argument is that sentences and clauses have different distributions. It is proposed that a sentence and a clause have the same deep structure, and that they have the same potential distribution, and therefore can be assigned the same categorical label. An approximate theory of levels is proposed which considers words and sentences as borderline categories, with words defined as minimal phrases and sentences as minimal utterances. Four grammars are outlined as well as a sentence taxonomy which is compatible with each alternative. A translation into Finnish and Swedish of the terminology contained in the taxonomy is proposed. It is concluded that one category, "sentence," should be used for the traditional categories "sentence" and "clause." This category can be subdivided according to functional criteria into "independent," "conjunct," and "hypotactic" sentences, and according to structural criteria into "compound sentence" and "clause." (AM)

ED 154 603 FL 009 429

Davidsen-Nielsen, Niels

The Teaching of English Phonetics in Denmark: A Problem of Transference.

Pub Date 77

Note—10p.; Paper presented at the International Conference on the Teaching of Spoken English (Leeds University, England, August 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Consonants, \*Contrastive Linguistics, Distinctive Features, \*English (Second Language), \*Interference (Language Learning), Intonation, \*Language Instruction, Linguistic Theory, \*Phonetics, Phonology, \*Pronunciation, Second Language Learning, Suprasegmentals, Teaching Methods, Vowels

Identifiers—\*Danish, Denmark

Since 1971 the approach adopted in the teaching of English phonetics in Denmark has been a contrastive one. In this paper it is argued that although the original contrastive hypothesis (Lado 1957) has to be modified and weakened, a contrastive approach is highly useful in learning and teaching the pronunciation of a foreign language. Selected features of English and Danish phonetics are discussed. Within the area of consonants special attention is devoted to the transference to English of the Danish voicing neutralization, i.e., of the suspension in word-final and -medial position of the opposition between /p t k/ and /b d g/. As a result of this neutralization Danes find it difficult to distinguish between English words like "bicker" and "bigger," "cap" and "cab," etc. A section on English and Danish vowels is primarily devoted to a discussion of the difficulties which Danes have in keeping words like "luck" and "lock," "hut" and "hot," etc. apart, in spite of the fact that they possess vowels of nearly the same quality in their own language. The paper concludes with a report on a recent acoustical investigation of Danish intonation, which may provide the basis for a contrastive analysis of English and Danish intonation. (Author/AM)

ED 154 604 FL 009 431

McLaughlin, Barry

Second-Language Acquisition in Childhood.

Pub Date 78

Note—239p.

Available from—John Wiley and Sons, Inc., One Wiley Drive, Somerset, New Jersey 08873 (\$14.95)

Document Not Available from EDRS.

Descriptors—\*Bilingualism, Bilingual Students, \*Child Language, Cognitive Processes, Communicative Competence (Languages), Elementary Education, Error Analysis (Language), Fles, Immersion Programs, Interference (Language Learning), \*Language Development, Language Fluency, Language Instruction, Language Learning Levels, Language Maintenance, Language Programs, \*Language Skills, Literature Reviews, Multilingualism, \*Psycholinguistics, \*Second Language Learning, Second Languages, Sociolinguistics

Identifiers—Code Switching (Language), Critical Period Hypothesis

This book is a comprehensive treatment of the literature on second language acquisition in childhood, viewed in terms of contemporary process models. After a general introduction on bilingualism in society, six major topics are considered: first-language acquisition, language acquisition and learning in childhood and adulthood, simultaneous acquisition of two languages in childhood, successive acquisition of two languages in childhood, second-language programs in elementary school and some effects of bilingualism. Basic to the whole discussion is the examination of first language acquisition: the skills the child is thought to bring to the process, tasks to be accomplished, and developmental stages. The other topics considered are: the critical period hypothesis, developmental processes involved in simultaneous and successive acquisition of a second language, the effect of interference, code-switching, second language programs for children in the United States and Canada, the effects of bilingualism, and research dealing with cognitive processes in bilingual individuals. Three tentative conclusions are drawn. These deal with cognitive strategies, description acquisition, storage and retrieval of first and second languages. (AMH)

ED 154 605 FL 009 433

Gaies, Stephen J.

Gradation in Formal Second Language Instruction as a Factor in the Development of Interlanguage. Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue: Error Analysis and Language Testing.

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.

Pub Date Nov 76

Note—14p.; Paper presented at the meeting of the Midwest Modern Language Association (November 4-7, 1976)

Available from—University of Louisville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Learning, \*Adult Students, Child Language, Discourse Analysis, English (Second Language), Error Analysis (Language), Grammar, Interference (Language Learning), Language Development, \*Language Instruction, \*Language Research, Language Teachers, Learning Characteristics, Learning Processes, \*Learning Theories, Psycholinguistics, \*Second Language Learning, Syntax, Teacher Behavior, \*Teacher Influence

Identifiers—\*Interlanguage, Teacher Talk

The language learner is activated by exposure to primary linguistic data in the target language, categorizes that data and deduces from it a system of rules or hypotheses. When the language acquisition process is successful, as is virtually always the case in first language acquisition, the learner's rule system corresponds to that of the speech community at large. This is not the case of the second language learner. Adults attempting to learn a second language end up with a rule system which differs to one degree or another from the grammar of the target language. The learner's system of sentence-generating rules, which is very different from the grammar of his native language but not identical to the full grammar of the target language community, is called "interlanguage." When children are learning their native language, they are not exposed to truly random linguistic data; adults attempt to control and simplify their syntax when addressing them. The present study shows that a similar phenomenon occurs in second language learning. Native speakers simplify their language when talking to non-native speakers. Teachers, too, simplify their language according to the students' competence. The syntax of the oral classroom language of eight ESL (English as a second language) teacher-trainees was examined. The analysis of the data revealed that the teachers' classroom language was a potential factor in shaping the development of interlanguage. (Author/CFM)

ED 154 606 FL 009 435

Bellin, Wynford Natsopoulos, Dimitris

Later Development of Syntax in Bilingual and Monoglot Children. Final Report.

Spons Agency—Social Science Research Council, London (England).

Pub Date 76

Note—167p.; Reproduced from best copy available

Available from—British Lending Library, Boston SPA, Weatherby, West Yorkshire, England

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Ambiguity, \*Bilingualism, Child Language, Children, Cognitive Development, \*Comprehension Development, Contrastive Linguistics, English, \*Greek, \*Language Development, Language Research, Language Tests, Learning Theories, Linguistic Competence, Monolingualism, Psycholinguistics, Semantics, Syntax, \*Verbs

Investigations using English have shown that a number of linguistic constructions associated with reporting verbs, and verbs concerning plans, present comprehension difficulties to children over the age of five. The corresponding constructions in Greek involved ambiguity appreciation, and tests of monoglots and bilinguals indicated that a cognitive developmental stage is implicated in ambiguity appreciation. Striking contrasts between the results from Greek children, who did not appreciate ambiguity, and what would be expected on the basis of English studies forced an appeal to semantics in explaining comprehension difficulty. Testing a wide range of constructions with fewer reporting verbs demonstrated that semantic theories which invoked speakers' intentions could not provide a general explanation of comprehension difficulties. What seemed to be developing was a gradual mastery of the way reporting verbs gave meaning to, and took meaning from, the constructions in which they can stand. The fact that results from monoglots were language-particular made possible a test of bilingual children to evaluate theories about their development. Existing theories implied that results from

bilinguals would be qualitatively different. There was no support for such predictions. What occurred was a greater frequency of the same misapprehensions about the meanings of reporting verbs that had been obtained with monoglots. (Author/CFM)

**ED 154 607** FL 009 436  
Program No. 111: Foreign Languages. Options in Education Transcript.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.

Pub Date 24 Feb 78  
Note—20p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—College Language Programs, Conversational Language Courses, Declining Enrollment, Elementary Secondary Education, \*Enrollment Trends, Fles, Higher Education, Immersion Programs, \*Language Enrollment, \*Language Instruction, \*Language Programs, Language Teachers, Latin, \*Modern Language Curriculum, Relevance (Education), \*Second Language Learning, Student Attitudes, Student Interests, Student Needs, Teaching Methods  
**Identifiers**—Value of Language Study

A transcript is provided of a radio program broadcast February 24, 1978, on the state of foreign language education. The participants in the discussion were leaders in the field, teachers and students from many parts of the United States and from all educational levels. The subjects covered are: some problems facing foreign language programs; the value of learning a foreign language; optimum age for learning a foreign language; Latin; new teaching methods for foreign language programs; Middlebury College's language program; speaking French in an elementary school; the state of foreign languages in Los Angeles public schools; how the study of foreign languages can help the education process; foreign languages study in Seattle; and the question of a brighter future for foreign languages. The general concerns expressed in the interviews involve enrollment trends, the relevance and value of foreign language learning, and student needs and interests. (AMH)

**ED 154 608** FL 009 437

Willebrand, Julia

**Foreign Language Methods and an Information Processing Model of Memory.**

Pub Date [78]

Note—22p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Applied Linguistics, Audiolingual Methods, \*Cognitive Processes, Generative Grammar, Group Instruction, Higher Education, \*Language Instruction, Language Processing, Learning Modalities, \*Learning Processes, Learning Theories, Memorizing, \*Memory, Psycholinguistics, Recall (Psychological), Retention, Secondary Education, \*Second Language Learning, \*Teaching Methods

**Identifiers**—Community Language Learning, \*Silent Way

The major approaches to language teaching (audiolingual method, generative grammar, Community Language Learning and Silent Way) are investigated to discover whether or not they are compatible in structure with an information-processing model of memory (IPM). The model of memory used was described by Roberta Klatzky in "Human Memory: Structures and Processes" (1976). This is a three-stage process. First, a stimulus is registered in a sensory register. There, a pattern is recognized and somehow equated with a meaningful concept. Then, inputs are passed on to the short-term memory stage (STM). Here, the information is stored briefly and worked on prior to its passage into the third stage, long-term memory, for storage. The situation of a speaker of English who hears the question "How are you?" in Dutch is used to illustrate the model. The process as it is described can provide some explanations of common problems which occur in the foreign language class, such as failure to recognize an off-drilled structure or repeated mistakes in the structure. A beginning lesson from each of the four approaches mentioned is analyzed and criticized according to the memory model. IPM would predict that the Silent Way method should be successful. (AMH)

**ED 154 609**

Matluck, Joseph H.

**Cultural Norms and Classroom Discourse: Communication Problems in the Multicultural School Setting.**

Pub Date Mar 78

Note—16p.; Paper presented at a meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Classroom Communication, \*Communication Problems, Cross Cultural Studies, Cultural Background, Cultural Differences, \*Cultural Factors, Cultural Pluralism, \*Discourse Analysis, Elementary Education, Elementary School Students, Elementary School Teachers, \*Ethnic Groups, Interaction Process Analysis, Minority Groups, Nonverbal Communication, Social Values, Sociolinguistics, \*Speech Communication, Teacher Role

The child brings to the classroom a socially conditioned way of behaving, both verbal and nonverbal, which reflects both the maturational process and sociocultural conditioning, and a socially conditioned view of what the norms of the dominant society are and what that society expects of him or her. The school attempts to transmit the cultural heritage in the form of certain basic social values and practices and in the "correct" usage of the national language. Teachers also bring to the classroom their own socially conditioned ways of behaving and a value system on which they interpret their role as teachers and the goals of the school, and they accept, reject or attempt to modify the behavior of the children. Thus there are three sets of rules in operation in a school setting, each in interaction with the other two. The communication problems that can occur in teaching and learning as a result of this interaction are magnified and made more complicated in the case of a multicultural classroom. This paper identifies the purely cross-cultural and linguistic factors that affect communication in this teaching-learning situation and illustrates them with specific examples from school settings containing large percentages of Chinese, Filipino, and Hispanic populations. (Author/CFM)

**ED 154 610** FL 009 440

Fischer, Robert A.

**Listening Comprehension: A Cognitive Prerequisite for Communication.**

Pub Date Apr 78

Note—34p.; Expanded version of a paper presented at the annual meeting of the South Central Modern Language Association (Nov 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Audiolingual Skills, Cognitive Objectives, \*Cognitive Processes, \*Communicative Competence (Languages), Educational Objectives, Higher Education, \*Language Instruction, Language Processing, Language Tests, Linguistic Competence, Listening, \*Listening Comprehension, \*Listening Skills, Listening Tests, Memory, Phonology, Psycholinguistics, Recall (Psychological), Secondary Education, Second Language Learning, Sentence Structure, Speech Communication, Syntax, Tape Recordings, \*Teaching Methods, Testing, Translation, Vocabulary Development

**Identifiers**—Cognitive Approach

Proponents of the cognitive approach to language teaching list linguistic competence as the primary instructional objective and attribute considerable importance to listening comprehension. For the student, linguistic competence would be knowledge of grammatical components of the language and its vocabulary. Understanding oral messages is an essential prerequisite for effective communication, the goal of foreign language teaching today. Training in aural comprehension is therefore crucial. The listener interprets speech in three interrelated stages: (1) the speech perception stage, (2) the speech comprehension stage, and (3) the memory storage stage. The listener employs these strategies in communication situations in the native language. Instruction in their use can facilitate the student's acquisition of the listening skill in the foreign language. The following approaches are suggested: presentation of taped listening materials which include normal speech patterns, instruction in general phonological patterns, training in parsing a sentence into

constituents and recognition of content words, systematic vocabulary building, development of syntactic strategies, and judicious use of translation. If listening comprehension is a major goal, it should occupy a major part of the testing program. If the teacher devotes more time to the systematic analysis, practice and testing of listening comprehension, the student should acquire the necessary knowledge and skills. (AMH)

**ED 154 611** FL 009 442

Keller, Eric Warner, Sylvia Taba

**Gambits 1. Conversational Tools. Openers.**

Public Service Commission of Canada, Ottawa (Ontario). Language Training Branch.

Pub Date 76

Note—64p.; For related documents, see FL 009 443-444.

Available from—Supply and Services Canada, Publishing Centre, Ottawa, Ontario K1A 0S9, Canada (\$2.30 Canadian). Videotape recording is available from the Public Service Commission of Canada, English Program Development Unit, 460 O'Connor Street, Ottawa, Ontario K1A 0M7, Canada.

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Adult Education, Adult Students, Audiolingual Skills, Communicative Competence (Languages), \*Conversational Language Courses, \*English (Second Language), Language Fluency, \*Language Instruction, Language Patterns, Learning Activities, Pattern Drills (Language), Post Secondary Education, Speech Communication, Teaching Methods, \*Textbooks, Verbal Communication

**Identifiers**—\*Conversational Openers, Language Functions, \*Notional Syllabuses

This volume is part of a series, which is in turn part of a course entitled "Contact Canada" and designed for adult Francophone students of English as a second language. The series contains exercises for learning conversational tools. This volume deals with opening formulas, which are grouped under the following categories: (1) attention-getting openers; (2) openers introducing various aspects of a topic; (3) digression openers; (4) opinion openers; and (5) problem openers. A videotaped recording explaining how to use the series effectively is available separately. (AM)

**ED 154 612** FL 009 443

Keller, Eric Warner, Sylvia Taba

**Gambits 2. Conversational Tools. Links.**

Public Service Commission of Canada, Ottawa (Ontario). Language Training Branch.

Pub Date 76

Note—65p.; For related documents, see FL 009 442-444.

Available from—Supply and Services Canada, Publishing Centre, Ottawa, Ontario K1A 0S9, Canada (\$2.30 Canadian). Videotape recording is available from the Public Service Commission of Canada, English Program Development Unit, 460 O'Connor Street, Ottawa, Ontario K1A 0M7, Canada.

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Adult Education, Adult Students, Audiolingual Skills, Communicative Competence (Languages), \*Conversational Language Courses, \*English (Second Language), Language Fluency, \*Language Instruction, Language Patterns, Learning Activities, Pattern Drills (Language), Post Secondary Education, Speech Communication, Teaching Methods, \*Textbooks, Verbal Communication

**Identifiers**—\*Conversational Links, Language Functions, \*Notional Syllabuses

This volume is part of a series, which is in turn part of a course entitled "Contact Canada" and designed for adult Francophone students of English as a second language. The series contains exercises for learning conversational tools. This volume deals with linking formulas, which are grouped under the following categories: (1) subject-expansion links; (2) subject-evaluation links; and (3) argumentation links. The first category includes such functions as expanding, giving a reason, explaining, contingency, interpreting, restating, and distinguishing between appearance and reality. Category 2 includes rejecting, questioning and suggesting, stating reservations, taking something into account, seeing the other side, and giving in. The final category includes generalizing, pointing out exceptions, providing examples, and summarizing and concluding. A videotape recording explaining how to use the series effectively is available separately. (AM)

**ED 154 613** FL 009 444

Keller, Eric Warner, Sylvia Taba  
**Gambits 3. Conversational Tools. Responders and Closers.**

Public Service Commission of Canada, Ottawa (Ontario). Language Training Branch.  
 Pub Date 77

Note—45p.; For related documents, see FL 009 442-443

Available from—Supply and Services Canada, Publishing Centre, Ottawa, Ontario K1A 0S9, Canada (\$2.30 Canadian). Videotape recording is available from Public Service Commission of Canada, English Program Development Unit, 460 O'Connor Street, Ottawa, Ontario K1A 0M7, Canada.

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—Adult Education, Adult Students, Audiolingual Skills, Communicative Competence (Languages), \*Conversational Language Courses, \*English (Second Language), Language Fluency, \*Language Instruction, Language Patterns, Learning Activities, Pattern Drills (Language), Post Secondary Education, \*Second Language Learning, Speech Communication, Teaching Methods, \*Textbooks, Verbal Communication**

**Identifiers—Closing Patterns (Language), Language Functions, Notional Syllabuses, Response Patterns (Language)**

This volume is part of a series, which is in turn part of a course entitled "Contact Canada" and designed for adult Francophone students of English as a second language. The series contains exercises for learning conversational tools. This volume deals specifically with response and closing formulas. In section 1, response formulas are grouped under the following categories: (1) agreement and disagreement; (2) indecision and ignorance; (3) accepting and rejecting; (4) disbelief and consensus; (5) sympathy and lack of sympathy; (6) hesitation; (7) encouragement; (8) incomprehension and cross-check; and (9) complements. In section 2, closers are grouped under casual, phone, and formal. Section 3 contains an exercise designed to call upon all the strategies the student has learned in the preceding two sections. Section 4 contains answers to exercises in the first two sections. A videotape recording explaining how to use the series effectively is available separately. (AM)

**ED 154 614** FL 009 453

Kuhlman, Natalie A.  
**Language Dominance Testing: Some Questions.**

Pub Date Mar 78

Note—17p.; Paper presented at the annual meeting of the California Association of Teachers of English to Speakers of Other Languages (7th, San Francisco, California, March 3-5, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—Administrator Qualifications, \*Bilingualism, Child Language, English (Second Language), \*Language Dominance, \*Language Proficiency, \*Language Tests, \*Measurement Instruments, Measurement Techniques, Models, Questionnaires, \*Testing, Test Interpretation, Test Reliability, Test Results, \*Test Selection**

This paper examines the use of testing instruments to identify the language and dialect dominance of children. In order not to misuse language assessment tests, a careful distinction must be made between the terms "language proficiency," "language preference," and "relative language proficiency." Differences in the several types of language assessment instruments must also be taken into consideration. These differences include type of data provided, such as information on pronunciation or syntax, and required skill levels for test administrators and evaluators. Questionnaires, story-telling, question-answer format, and combination tests, such as the Language Ability Scales (LAS), are examples of language assessment instruments requiring different skills and measuring different features. An example is given of a language assessment model that yields only limited information, due to lack of sufficient preparation on the part of the administrators. It is suggested that the following model should be followed: (1) tests must be selected with specific criteria in mind; (2) the test administrators should meet certain qualifications, such as sufficient training; (3) the primary investigator should have formal linguistic training; and (4) an in-service course should be given,

to those responsible for usage of test results, in the areas of sociolinguistics, structure of Standard American English and dialects tested, and language acquisition. (Author/AM)

**ED 154 615** FL 009 455

Pride, John  
**Communicative Needs in the Learning and Use of English.**

Pub Date Apr 78

Note—44p.; Paper presented at a conference on English as an International Auxiliary Language (Honolulu, Hawaii, April 1-15, 1978)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—Biculturalism, \*Bilingualism, Communication Skills, \*Communicative Competence (Languages), Cultural Factors, Cultural Interrelationships, \*Developing Nations, English, \*English (Second Language), Idioms, Interference (Language Learning), Language Research, Language Role, Language Skills, Language Styles, Language Usage, Language Variation, Learning Motivation, Linguistic Theory, Literature, Multilingualism, Non English Speaking, Psycholinguistics, \*Second Language Learning, Second Languages, Sociocultural Patterns, \*Sociolinguistics, Speech Communication, Transfer of Training**

English in Third World countries characteristically possesses an ambivalent, even ambiguous character, relating uneasily with feelings of nationalism and of tolerance towards grassroots multilingualism on the one hand, and with the not-so-blind desire of common people to acquire the White people's language on the other. Many different kinds of communicative needs have to be satisfied, often in the same country, speech community, or family. Any comprehensive attempt to estimate the consequences for language learning would have to go far beyond the prevailing psycholinguistic emphases of interlanguage theorists. It would also have to give greater recognition to the transfer of communicative competences associated with native languages. These may be well motivated and sociolinguistically variable. The role of literature in non-native Englishes may be focal in this regard. Above all, it is time to place the study of language learning and motivations on a proper bicultural and bilingual footing so as to recognize the interplay of several types of motivation with several types of linguistic repertoire. (Author/AMH)

**ED 154 616** FL 009 456

Dirksen, Carolyn Rowland  
**An Objective Instrument for the Analysis of Directive Coercion.**

Pub Date 30 Mar 78

Note—18p.; Paper presented at the Southeastern Conference on Linguistics (March 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—Adolescents, \*Discourse Analysis, Females, \*Interaction Process Analysis, Language Patterns, Language Research, \*Language Usage, Linguistic Theory, Measurement Instruments, Models, \*Pragmatics, Sociolinguistics, \*Speech Communication, Verbs**

**Identifiers—\*Directives, \*Speech Acts**

Sociolinguists have recently demonstrated the value of directives in indicating the relationship between status and linguistic form. The purpose of the instrument developed for this study was to quantify the coerciveness of directives on the basis of the theoretical approaches in the literature to objectify the comparison of directive forms. Drawing largely from the work of Ervin-Tripp, the instrument analyzed directives according to: voluntariness to involuntariness of compliance, ambiguity to lack of ambiguity in message form recipient of compliance benefit, and type of action requested. Salient additions and modifications to the basic directive form were also considered. The instrument was tested on 900 directives transcribed from taped, naturalistic interactions among three homogeneous groups of adolescent females from different class and ethnic backgrounds. (Author/CFM)

**ED 154 617** FL 009 457

Parker, L. Leann  
**Consensus Translation: A Sociolinguistic Approach to the Translation of Community Oriented Documents.**

Center for Applied Linguistics, Arlington, Va.  
 Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date Oct 77

Contract—300-75-0253

Note—32p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—Bilingualism, Census Figures, Cubans, Cultural Awareness, Cultural Background, Cultural Context, Cultural Differences, Cultural Factors, Demography, Ethnic Groups, \*Government Publications, Interviews, Language Styles, \*Language Usage, Language Variation, Mexican Americans, Minority Groups, Non English Speaking, Puerto Ricans, \*Questionnaires, \*Regional Dialects, Sociolinguistics, \*Spanish, Spanish Americans, Spanish Speaking, Surveys, \*Translation**

**Identifiers—Survey of Income and Education**

An approach to translation is discussed which takes into account the sociolinguistic factors involved in a translated document designed for use with a linguistically, culturally and educationally heterogeneous population, such as the U.S. Spanish-heritage community. The translation project described resulted in the Spanish-language questionnaire for the Survey of Income and Education (SIE), which was conducted during the spring of 1976. As background, the language and cultural variation among Spanish-speaking groups is discussed. Because of this diversity, it was felt that the questionnaire should evidence sociolinguistic sensitivity. The project itself had two objectives: to make the Spanish both appropriate and acceptable to most of the Spanish-speaking populations in the United States, and to make the translation as useful as possible to the Bureau of the Census. The consensus translation process, by which these objectives were achieved, is described in detail. It involved: (1) the selection of a team of translators from different U.S. Hispanic communities who were trained linguists experienced in translating; (2) initial translation of the SIE documents into Spanish by one translator; (3) back-translation of the documents into English by all the translators; and (4) a series of meetings of the translation team to develop and refine the translation. Issues and problems concerning format and style are also described, and guidelines used in their resolution are given. The consensus translation process demonstrated in this project is felt to provide a potential model for all large-scale surveys involving Spanish-speaking groups. It is recommended that several needs discovered during the project (such as specialized glossaries and special training for bilingual interviewers) be explored to make the consensus translation process more effective. (AMH)

**ED 154 618** FL 009 458

Sacco, Margaret Close  
**What Do You Do? What Are You Doing? The Simple Present and Progressive Present Tense.**

Public Service Commission of Canada, Ottawa (Ontario). Staff Development Branch.

Pub Date 76

Note—41p.

Available from—Supply and Services Canada, Publishing Centre, Ottawa, Ontario K1A 0S9, Canada (\$1.45)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—Adult Education, Comprehension, \*English (Second Language), \*Grammar, Instructional Materials, \*Language Instruction, Language Tests, \*Morphology (Languages), Pattern Drills (Language), Post Secondary Education, \*Second Language Learning, Sentence Structure, Syntax, \*Verbs, Workbooks, Writing Exercises**

**Identifiers—\*Present Tense**

This workbook is part of "Contact Canada," a course for teaching English as a second language to adult Francophones. The specific aim of this booklet is to teach the meaningful use of the progressive present tense through comparison and contrast with simple present tense usage. The workbook, which is accompanied by a six-minute animated film and a set of cards, is divided into three sections. Section One is graded and illustrated to bring out the fundamental concept of "genericness" in the simple present. It is shown in a statement of general truth, as paraphrase for noun and adjective structures, and in conjunction with generic-time adverbs. Section Two focuses on the concept of "specificity" inherent in the progressive present, as opposed to the generalizing function of the simple present. Lessons are based on the semantic features of the tenses, namely unity, incompleteness, specificity and temporariness. These concepts are demonstrated by clear and simple explanations, illustrations and exercises. Section Three tests and reinforces student comprehension. (Author/AMH)



ED 154 619 FL 009 459

Light, Richard L.  
**Children's Linguistic Attitudes: A Study and Some Implications.**

Pub Date [77]

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*American English, Attitude Tests, \*Black Dialects, Black Stereotypes, \*Childhood Attitudes, Child Language, Concept Formation, Cultural Education, Cultural Images, Dialect Studies, \*Language Attitudes, Language Variation, Negative Attitudes, \*Nonstandard Dialects, Racial Attitudes, Semantic Differential, Social Attitudes, Social Factors, Sociolinguistics, \*Standard Spoken Usage, Stereotypes, Verbal Communication

Linguists and psychologists have disagreed concerning the development and nature of children's social perceptions of others on the basis of speech differences. The present study sought to determine in what ways 8- and 9-year olds from different socioeconomic backgrounds might react to dialect differences. Ninety-two randomly selected 8- and 9-year-old children of both sexes from three schools listened to two recorded speech samples, one from a well-educated black woman who spoke standard English and the other from a black woman who was less educated and who spoke nonstandard Black English. The children were asked to complete a semantic differential scale for each voice. A free discussion then elicited additional information from the children concerning their attitudes toward the speakers. In general, positive qualities, such as "smart," "pretty," "rich," and "nice," were attributed more often to the standard-English speaker, with qualities such as "dumb," "ugly," "poor," and "mean," attributed more often to the non-standard speaker. Results show that the subjects are sensitive to speech differences and have absorbed many of the attitudes of society toward standard and nonstandard speech. The discussion period indicated that they are also able to conceptualize verbally their attitudes toward speech differences. However, they have not yet formed a racial stereotype matching the adult model, since responses functioned independently of perceived race to a degree not previously suspected. It is suggested that factors in addition to speech characteristics must be considered in planning intervention techniques relating to children's cross-cultural attitudes. (Author/AM)

ED 154 620 FL 009 465

Davidson, David M.

**Current Approaches to the Teaching of Grammar in ESL. Language in Education: Theory and Practice, No. 5.**

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Pub Date May 78

Note—27p.

Available from—Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 (\$2.95)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Audiolingual Methods, Audiovisual Aids, \*Communicative Competence (Languages), \*English (Second Language), Error Analysis (Language), \*Grammar, Instructional Innovation, \*Language Instruction, Language Skills, Listening Comprehension, Pattern Drills (Language), Second Language Learning, \*Teaching Methods

Identifiers—\*Cognitive Approach, Community Language Learning, Information Analysis Products, Rapid Acquisition, Silent Way, Suggestopedia, Total Physical Approach, X Word Grammar

This article explains, with specific examples, some of the newer audiolingual and cognitive approaches to the teaching of English as a second language (ESL). It is suggested that several of these methods can be integrated into an eclectic approach. Situational Reinforcement and the Audiovisual-Structural-Global Method are among the audiolingual methods discussed, as are various types of drills and real-life situations. A number of cognitive approaches to ESL instruction are described: the Silent Way (Gattegno), Community Language Learning (Curran), Suggestopedia (Lozanov), Rapid Acquisition (Winitz and Reeds), Total Physical Response (Asher), X-Word Grammar (Allen), Sentence Combining, Basic Composition, and Error Analysis. One major point of agreement revealed in this survey

is the necessity of providing opportunities for students to think about the language, in order to be able to extend their learning to new language situations. There is also a widespread use of real situations and everyday language in the classroom. The use of visual stimuli is recommended, not only to delineate words and actions, but also to trigger responses showing that the students understand what they are saying. It is also recommended that more attention be given to improving listening comprehension and to the affective aspects of learning. The common goal is to facilitate real communication in English. (CFM)

ED 154 621 FL 009 467

**Preparation and Dissemination of Abstracts and Full Translations of Selected Contents of East European Journals Concerned with Applied Linguistics. Final Report.**

Adam Mickiewicz Univ. in Poznan (Poland); Center for Applied Linguistics, Arlington, Va.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date Mar 78

Contract—OEC-0-72-4330

Note—643p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$1.16 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Abstracts, \*Applied Linguistics, Audiovisual Aids, English (Second Language), \*Foreign Language Periodicals, German, Grammar, Information Dissemination, Language Instruction, \*Language Research, Language Skill, \*Language Tests, Morphology (Languages), \*Periodicals, Phonology, Russian, Second Language Learning, Semantics, Syntax, Teaching Methods, Turkish, Verbs

Identifiers—Bulgaria, Czechoslovakia, East Germany, \*Europe (East), \*Europe (East Central), Hungary, National Defense Education Act Title VI, Poland, Rumania, USSR

The Center for Applied Linguistics, in Cooperation with Adam Mickiewicz University, Poznan, Poland, undertook to cover experimentally, for a period of 18 months, foreign language Journal material on applied linguistics published in Central and Eastern Europe and to select for abstracting, and in some cases, translation, articles of particular interest to American linguists, language scholars and educators. Since a serious information gap has existed in this area, that is, articles appearing in Central and East European journals are seldom written in, or translated into, English, American scholars and educators have been unable to follow or benefit from much of the research carried out by scholars in Central and Eastern Europe. This has led on occasion to an unnecessary duplication of research efforts. Over a period of 18 months, 166 journals were scanned, and a total of 554 abstracts (appended to this report) were prepared and submitted to an advisory panel for evaluation. On the basis of the panel's evaluation, 88 articles were selected for full translation. The full translations of these 88 articles have been placed with the National Translations Center of the John Crerar Library in Chicago. This report provides a list of the articles and journals included in the project. The abstracts appended to the report are grouped by country. (Author/CFM)

ED 154 622 FL 009 468

Brend, Ruth M.

**A Comparison of Male and Female Intonation in American and British Speech.**

Pub Date Aug 77

Note—7p.; Paper presented at the International Conference on the Teaching of Spoken English (1st, Leeds, England, August 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*American English, English (Second Language), Females, \*Intonation, Language Instruction, Language Research, Males, Nonverbal Communication, Phonology, Second Language Learning, \*Sex Differences, \*Speech Communication, \*Suprasegmentals

Identifiers—\*British English

This paper attempts to identify some of the reasons for problems in American-British communication, particularly in the use of intonational contours by male and female speakers. One major contrast between British and American speech is found in the use of heads. Rising heads seem to be more frequent in British English, whereas a neutral head is more prevalent in American speech. The British rising head is in-

terpreted by Americans as a tone used with children, while the rising head in American speech is used to show doubt, and is used mostly by women. The British falling nuclei convey either hostility or involvement (the Low Drop and the High Drop, respectively), whereas in American English this is true only for women. The low drop in American English is often a pleasant pattern, without the negative implications associated with the British pattern. An upglided nucleus is rare in American male speech, but more common in American female speech. Since rising nuclei are common in both men's and women's speech in British English, that could account for the fact that British men often sound effeminate to Americans. These and other tentative findings could be important factors in the English as a second language classroom. (AM)

ED 154 623 FL 009 469

Thomas, Ursula

**Developing Language Skills through Grouping.**

Pub Date Oct 77

Note—7p.; Paper presented at the Conference on New Methodologies in Modern Language Teaching (Cedar Falls, Iowa, October 28-29, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Class Activities, College Language Programs, Communicative Competence (Languages), Discussion (Teaching Technique), English (Second Language), German, Group Activities, \*Grouping (Instructional Purposes), Group Reading, Higher Education, Individualized Instruction, \*Language Instruction, Languages for Special Purposes, \*Language Skills, Reading Material Selection, \*Second Language Learning, \*Student Interests, \*Teaching Methods

Identifiers—\*Intermediate Language Learning Level

Grouping, a compromise arrangement between the traditional, structured classroom and complete individualization, frees students from teacher domination, supplies the social setting necessary for learning a language, and provides incentive for everyone to participate actively in the learning process. This paper describes a plan developed for intermediate levels of foreign language learning. Each group is assigned a different reading passage, not according to ability but according to interest. Over a period of several days students become thoroughly acquainted with their group's selection. They ask each other questions and help each other with understanding the text. The teacher, moving around the classroom, points out and explains the most difficult spots. Oral practice within the group prepares for the next phase which is exchange of information. Each student is paired with a member of a different group, and each tells the other, in the target language, as much as he or she can about the reading selection his or her group has been working on. The listening partner is encouraged to ask questions about anything he or she does not understand. After these oral exchanges have been completed, the students individually write a short resume of their own reading selection, in the target language and without consulting the text. (Author/CFM)

ED 154 624 FL 009 470

Wong, Irene F. H.

**English in Malaysia.**

Pub Date 78

Note—21p.; Revised version of a paper presented at the Conference on English as an International Auxiliary Language (Honolulu, Hawaii, April 1-15, 1978); Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—American English, Communicative Competence (Languages), Dialect Studies, Educational Policy, \*English (Second Language), English for Special Purposes, Grammar, Indonesian Languages, Language of Instruction, Language Planning, Language Usage, \*Language Variation, Linguistic Borrowing, \*Malay, Mutual Intelligibility, Native Speakers, \*Nonstandard Dialects, Pronunciation, \*Regional Dialects, Sociolinguistics, \*Standard Spoken Usage, Structural Analysis, Vocabulary

Identifiers—\*Malaysia

In the last 15 years or so, Malaysian English has begun to come into its own as a dialect peculiar to its own region and yet intelligible on the whole to English speakers everywhere. There is

evidence that English is undergoing a transitional stage in Malaysia; use of English is progressively reduced as use of Bahasa Malaysia is increased. The language of instruction in non-private schools is Malay, with English being learned as a second language. Most English-speaking Malaysians use a local dialect in informal situations and when conversing with Malaysians. A more widely used speech form, modeled on standard British or American, is used on a formal level and with non-natives. There are deviations from standard English structure in both dialects, with the local dialect being less complex than the more widely used speech form and exhibiting more deviation from standard structure in terms of phonology, grammar, and vocabulary. Although, to a certain degree, adherence to a standard model of English is still demanded on the formal level, particularly with regard to written language and specifically in the area of grammar, there is a trend toward a more widely used speech form that is distinct from educated native-speaker English and that incorporates a number of the features of the local dialect. Accordingly, educational policy in Malaysia now stresses learning English for communicative competence, as a tool. Because there are no materials at present for teaching functional English, standard English is still used as a model. This will ensure mutual intelligibility between the native speaker and the educated Malaysian. (AM)

ED 154 625

FL 009 471

Boulton, Nancy

**A Comparative Look at the Influence of Buddhism and Communism on the Chinese Language. Interfaces, No. 9, Spring 1978.**

Spons Agency—Georgetown Univ., Washington, D.C. School of Languages and Linguistics.

Pub Date 78

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Asian History, \*Chinese, Chinese Culture, \*Communism, Concept Formation, Diachronic Linguistics, \*Intellectual History, Language, Language Variation, Literary History, Non Western Civilization, Philosophy, \*Political Influences, Religion, \*Religious Factors, Translation

Identifiers—\*Buddhism, \*China, Indian Culture

The nature of the relationship between linguistic expression and thought has been a source of controversy in linguistics and psychology. This relationship should be considered one of mutual influence and subject to change. An example of this interrelationship can be found in the process of alteration and assimilation that Indian Buddhist thought underwent in order to conform to the traditional and distinctive Chinese way of thinking. Differences which caused conflict between the two systems include: (1) the Indian emphasis on the universal and abstract, as opposed to the Chinese fondness for the particular and concrete; (2) Chinese grammatical ambiguity, not found in Indo-European languages; and (3) the importance of negative virtues in Indian thought. Where Indian Buddhist thought came into conflict with Chinese, the Chinese translation accommodated the latter. A broader influence of Indian Buddhism can be seen in the development of Chinese literature, as, for example, in the adoption into Chinese of the Indian habit of mixing verse and prose style. A final example of the relationship between language and thought is the language reform which sought to adapt the Chinese language to modern political ideology, specifically Communist ideology. Where Buddhism failed to change the class-conscious Chinese language, Marxism has eliminated most expressions of hierarchical distinctions in the Chinese language. (AM)

ED 154 626

FL 009 472

Pinton, Giorgio A.

**Bilingual Program in a Community Correctional Center: Sharing Problems, Ideas, Experiences, and Resource Information.**

Pub Date Jan 78

Note—53p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Acculturation, Adult Basic Education, Adult Education, Adult Learning, Adult Literacy, Adults, Behavioral Objectives, \*Bilingual Education, Bilingual Students, \*Correctional Education, Correctional Rehabilitation, Cross Cultural Training, Culturally Disadvantaged, Curriculum, Educational Background, Educationally Disadvantaged, \*English (Second Language), Institutionalized

Persons, Instructional Materials, Language Instruction, Language Learning Levels, Language Programs, Language Skills, Non English Speaking, \*Prisoners, \*Program Descriptions, \*Puerto Ricans, Remedial Programs, Resource Materials, Second Language Learning, Socialization, Spanish Speaking, Teaching Methods

Identifiers—Connecticut

The bilingual education of adults in correctional institutions is discussed. The program specifically described is a bilingual/ESL (English as a second language) program for Puerto Rican adults in a Connecticut correctional center. The study has two sections: (1) the Puerto Rican adult in a penal institution; an explanation of his needs and an attempt to decide what curriculum, methods and materials to use and where to find them; and (2) the Puerto Rican adult in a penal institution in Connecticut: an examination of the conflicts and impediments in learning English as a second language. The following topics are discussed within these two main sections: the general education level and some statistics on the Puerto Rican adults in Hartford and Bridgeport; the school district of the Department of Correction; typology of bilingual students; bilingual/bicultural curriculum as therapy; evaluative procedures; obstacles to learning; and Spolsky's educational factors. It is hoped that the program described may be a force of socialization and a means of acculturation for the persons involved. (AMH)

ED 154 627

FL 009 473

Mollica, Anthony, Ed.

**A Handbook for Teachers of Italian.**

American Association of Teachers of Italian.

Pub Date 76

Note—301p.

Available from—Dorothy Fronk, Secretary-Treasurer, American Association of Teachers of Italian, 1742 Tomlinson Avenue, Bronx, New York 10461 (\$8.95).

**Document Not Available from EDRS.**

Descriptors—Applied Linguistics, Audiovisual Aids, College Language Programs, Community Involvement, Cultural Background, Cultural Education, Elementary Secondary Education, Ethnic Relations, Higher Education, Instructional Aids, \*Italian, Italian Literature, \*Language Instruction, Language Tests, Non-standard Dialects, Reading Skills, Resource Materials, \*Second Language Learning, Standard Spoken Usage, \*Teaching Guides, \*Teaching Methods, Thematic Approach, Visual Aids

This handbook for teachers of Italian consists of a collection of 16 essays by noted professionals in the field of Italian instruction: (1) "Fundamentals of Language Learning and Language Instruction," by A. Papalia; (2) "Linguistic Methodology and the Teacher of Italian," by R.J. Di Pietro; (3) "Preparation for Language Teaching," by F.J. Bosco; (4) "Developing Communication Skills," by F.J. Bosco and R.J. Di Pietro; (5) "The Reading Program and Oral Practice," by A.S. Mollica; (6) "Developing Cultural Understanding," by J.A. Tursi; (7) "Cartoons in the Language Classroom," by A.S. Mollica; (8) "Testing for Mastery," by J.A. Boyd; (9) "The Teaching of Italian Literature," by O. Ragusa; (10) "Teaching Italian Film," by P.E. Bondanella; (11) "Thematic Approach in the Italian Program," by R.J. Trivelli; (12) "Teaching Standard Italian to Students with Dialect Backgrounds," by M. Danesi; (13) "Italian and the Community," by S.B. Chandler; (14) "The Italian Experience in America," by R.F. Harney; (15) "Where to Earn a Degree in Italian," by E.A. Lezano; and (16) "Resource Materials for the Teaching of Italian," by A. Dente and A.S. Mollica. (AM)

ED 154 628

FL 009 474

Liu, Stella S. F.

**Oral Language of Preschool Children: First Level Analysis.**

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 78

Note—20p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Canada, March, 1978); For related document, see FL 009 475

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Child Language, Cognitive Development, Communication Skills, Discourse Analysis, \*Language Development, Language

Research, Linguistic Performance, Lower Class Parents, \*Parent Education, \*Parent Influence, Parent Role, \*Preschool Children, Socioeconomic Background, Sociolinguistics, Speech Communication

This paper discusses the results of a study comparing the language of preschool children from low-income homes to that of their parents as affected by the adult participation in training sessions planned to encourage language development. The study was conducted in three preschools in the Detroit metropolitan area. A total of 96 children from ages 2 1/2 to 5 participated; 56 children were randomly selected for the experimental group and 40 for the control group. Parents were placed in experimental or control groups, according to their children's assignment. The parents were given 12 training sessions on topics generally related to language and cognitive development at the preschool level; they were also given tasks to carry out with the child at home. Spontaneous speech was obtained from the children as pretest and posttest measures. The responses were analyzed on two levels. The results of the first level analysis, analysis of communication units and mazes, are discussed in this paper. The results are mixed and seem to indicate that parent involvement is only one factor influencing performance. (CFM)

ED 154 629

FL 009 475

Liu, Stella S. F.

**Oral Language of Preschool Children: Second Level Analysis.**

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 78

Note—54p.; For related document, see FL 009 474; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Canada, March 1978)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Black Dialects, \*Child Language, Cognitive Development, Communication Skills, Discourse Analysis, \*Language Development, Language Research, Linguistic Performance, Lower Class Parents, Nominals, \*Parent Education, \*Parent Influence, Parent Role, \*Preschool Children, Socioeconomic Background, Sociolinguistics, Speech Communication, Verbs

A study was conducted to compare the language of preschool children from low-income homes to that of their parents, as affected by the adult participation in training sessions planned to encourage language development. The study was conducted in three preschools in the Detroit metropolitan area. A total of 96 children from ages 2 1/2 to 5 participated; 56 children were randomly selected for the experimental group and 40 for the control group. Parents were placed in experimental or control groups, according to their children's assignment. The parents were given 12 training sessions on topics generally related to language and cognitive development at preschool level; they were also given tasks to carry out with their children at home. Spontaneous speech was obtained as pretest and posttest measures. The responses were analyzed on two levels. The results of the second level analysis, analysis of noun phrase and verb phrase complexity, are discussed in this paper. (CFM)

ED 154 630

FL 009 476

Watkins, Stephen A.

**Introduction to Foreign Languages and Cultures: A New Course to Stimulate Second Language Learning in the Public Schools.**

Washington Association of Foreign Language Teachers, Pullman.

Pub Date 78

Note—7p.

Journal Cit—WAFLT Forum; v10 n2 and 3 p16-21 Win-Spr 1978

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Opportunities, Course Content, \*Course Descriptions, Cultural Awareness, Cultural Background, \*Cultural Education, \*Curriculum Guides, Field Trips, Folk Culture, French, German, Greek, Junior High Schools, Language, \*Language Instruction, Latin, Middle English, \*Modern Language Curriculum, Mythology, Old English, Russian, Secondary Education, \*Second Language Learning, Spanish, Student Motivation, World Literature

Identifiers—\*Exploratory Language Courses

Olympic View Middle School has established a program designed to stimulate interest in foreign languages and cultures. The course is intended as an introduction to foreign language and culture study, and is required for all 7th and 8th grade students. Program 1 of the course is taught during one semester of 7th grade, Program 2 during one semester of 8th grade. Program 1 consists of the following: (1) an introduction to language and the origins of language, with attention to Sumer and Phoenicia; (2) a study of the contributions of Latin and Greek to English; (3) a study of the development of English from Old and Middle English; (4) an introduction to four modern languages: Spanish, French, German, and Russian; and (5) special projects and field trips. Program 2 centers on the study of cultures, including mythology of the Greek, Roman, Far Eastern, African, Middle Eastern, Nordic, Celtic, Slavic, East European, Latin American, and North American peoples. Ethnic Literature in the United States is examined, followed by exposure to three languages in situational settings, such as eating, travel, and other leisure activities. Careers in foreign language-related fields are discussed, with cultural activities rounding off the program. This program has resulted in increased desire on the part of students to learn more about foreign languages and cultures. An outline is attached for Programs 1 and 2. (AMH)

ED 154 631 FL 009 478

Terry, Robert M.

**Let's Get in the Swim of Things.**

Virginia Modern Foreign Language Association.

Pub Date Feb 78

Note—7p.

Journal Cit—Bulletin of the Foreign Language Association of Virginia; v33 n2 p87-92 Feb 1978

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affective Objectives, Audiovisual Aids, \*Communicative Competence (Languages), Conversational Language Courses, \*Course Objectives, Cross Cultural Training, Cultural Awareness, \*Cultural Education, Higher Education, \*Instructional Materials, Instructional Media, \*Language Instruction, Language Proficiency, Language Programs, Language Role, Language Skills, Language Teachers, Language Usage, Learning Activities, Learning Motivation, Secondary Education, \*Second Language Learning, Speech Communication, Student Attitudes, Teaching Methods

Learning to swim and learning a foreign language are analogous activities, in that both are skills learned for different reasons. Few foreign language students will attain "near-native fluency;" nor will many of them become interpreters or teachers. Foreign language teachers must therefore revise priorities, restructure courses, adjust methods, and establish realistic goals. There are indirect routes to the goal of appreciating a foreign culture. One might take the students on an imaginary year-long "trip" in the foreign country and in areas of the world where the language is spoken. By organizing all learning activities around this theme, students participate in and contribute to the total learning experience. The vocabulary, grammar and structures they use will be examples of real language. Textbooks become guide books, and only truly useful portions of them are used. Games, conversation activities, visits with native speakers, well-chosen readings—all of these activities contribute to the student's progress in integrating the four skills. They also take account of affective behavioral objectives and will lead to improved attitudes. A Presidential Commission on Foreign Language and Area Studies is projected; its area of concern reinforce the position taken in this article. (AMH)

ED 154 632 FL 009 479

Petrucelli, Gerald J.

**Situational Reinforcement: The New Old Way to Learn Languages.**

Pennsylvania State Modern Language Association.

Pub Date 77

Note—6p.; Paper presented at a meeting of the Pennsylvania State Modern Language Association Conference (Spring 1977)

Journal Cit—Bulletin (Pennsylvania State Modern Language Association); v56 n2 p22-26 Spr 1978

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cognitive Processes, Communicative Competence (Languages), Educational Objectives, \*Experiential Learning, Higher Education, Kinesthetic Methods, \*Language Instruction, Language Programs, Language Skills, Language Teachers, Learning Activities, \*Learning Processes, Learning Theories, Psychomotor Skills, \*Reinforcement, Secondary Education, \*Second Language Learning, Speech Communication, Student Attitudes, \*Teaching Methods, Textbooks

Identifiers—\*Situational Reinforcement

Situational Reinforcement, a teaching methodology developed out of the cognitive-field theory of learning, is described. It combines many techniques and methods developed over the years. This discussion of it considers common learning problems: (1) boredom, apathy and passivity on the part of the student, (2) the teacher's preoccupation with mistakes and the concomitant inhibition of the student, and (3) the inability of the student to communicate in the target language. The source of these three difficulties is seen as the tendency in our society to divorce learning from real-life experiences. "Situational Reinforcement" is a method of learning various skills by reinforcing ideas and concepts through actually doing those things in real-life situations. It could be called a psycho-motor or kinesthetic approach to learning languages. The disadvantage of the methodology is in the area of testing. However, the method, which is geared to results, attacks the problems outlined above. There is progressive movement from a teacher-centered class toward a student-centered one. There is also progression in the format of the material to be learned in the course of a chapter from the American to the foreign milieu, from one language skill to another, with the emphasis always on personalizing communication. (AMH)

ED 154 633 FL 009 480

Berlin, William

**Ni Zhisinisszi. Nee Nahnah Aidenau (I Speak Cheyenne. I Speak Arapaho).**

Pub Date 77

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*American Indian Languages, Bilingual Education, Children's Literature, Elementary Education, \*Instructional Materials, \*Language Instruction, Primary Education, Pronunciation, \*Reading Materials, Uncommonly Taught Languages

Identifiers—\*Arapaho, \*Cheyenne

This is a primary-level reader to be used in connection with a bilingual education program. The story is preceded by a pronunciation guide, which lists Cheyenne and Arapaho sound symbols and their approximate English equivalents. Each illustrated page contains a Cheyenne and an Arapaho caption with an English translation. (AMH)

ED 154 634 FL 009 481

Danoff, Malcolm N.

**Evaluation of the Impact of ESEA Title VII Spanish/English Bilingual Education Program. Overview of Study and Findings.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—AIR-48300-3/78-FR-VI

Pub Date Mar 78

Contract—OEC-0-74-9331

Note—32p.; For related document, see FL 009 482

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Academic Achievement, Achievement Gains, Biculturalism, \*Bilingual Education, \*Bilingual Schools, Bilingual Students, Bilingual Teacher Aides, Bilingual Teachers, Classroom Techniques, Educational Objectives, Educational Policy, Elementary Education, Elementary School Students, English (Second Language), Federal Programs, Language Instruction, Language of Instruction, Language Programs, Language Research, Non English Speaking, Program Costs, Program Effectiveness, \*Program Evaluation, School Surveys, Second Language Learning, \*Spanish Speaking, Student Attitudes, Student Characteristics, Teacher Characteristics, Teaching Methods

Identifiers—\*Elementary Secondary Education Act Title VII

The fourth and final report on this study of the impact of bilingual education provides an overview of the design of the study and a summary of the findings, which were discussed in more detail in three previously released volumes. The goals of the study were to: (1) determine both the cognitive and the affective impact of bilingual education on students in Spanish/English bilingual education projects funded through ESEA Title VII, (2) describe the educational processes operating in these projects, (3) identify those educational practices which result in greater gains in student achievement, and (4) determine per-student costs associated with each project. Projects selected for the study were Title VII Spanish/English bilingual projects in either their fourth or fifth year of funding, as of fall 1975. The following topics are discussed: data collection strategy; data analysis strategy; types of students served by Title VII projects in the Study; educational goals; costs associated with Title VII Bilingual Project Schools and Non-Title VII Schools for 1975-76; characteristics of teachers and teacher aides, the impact of Title VII Programs on student achievement and attitudes; the relationship between gains in student achievement and attitudes and classroom procedures and environment and teaching staff characteristics. A list of the participating projects and school districts is included. (AMH)

ED 154 635 FL 009 482

Danoff, Malcolm N. And Others

**Evaluation of the Impact of ESEA Title VII Spanish/English Bilingual Education Program. Volume III: Year Two Impact Data, Educational Process, and In-Depth Analyses.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—AIR-48300-1/78-FR-V

Pub Date Jan 78

Contract—OEC-0-74-9331

Note—458p.; For related document, see FL 009 481

EDRS Price MF-\$0.83 HC-\$24.77 Plus Postage.

Descriptors—\*Academic Achievement, Biculturalism, \*Bilingual Education, \*Bilingual Schools, Bilingual Students, Bilingual Teacher Aides, Bilingual Teachers, Classroom Techniques, Educational Objectives, Educational Policy, Elementary Education, Elementary School Students, English (Second Language), Federal Programs, Language Attitudes, Language Instruction, Language Maintenance, Language of Instruction, Language Programs, Language Research, Learning Activities, Learning Processes, Non English Speaking, \*Program Evaluation, School Surveys, Second Language Learning, \*Spanish Speaking, Student Attitudes, Student Characteristics, Teaching Methods, Test Results

Identifiers—\*Elementary Secondary Education Act Title VII

This volume is the further examination of: (1) the impact of the Title VII program, based on student outcome data collected after the publication of Volume One in 1976 and on the continued examination of Volume One data; and (2) educational processes and outcomes found in the Impact Study classrooms. In the first section, a detailed discussion is provided of the analysis of the data: Fall 1976 test score analyses and findings, procedures used, characteristics of the score analysis samples, language use indices, program impact assessment, and other related issues. In the second section, the following topics are discussed: the nature of the student population involved, educational goals, the impact on student achievement and attitudes, the relationship between gains in student achievement and attitudes and instructional process variables, contextual characteristics, and teacher and teacher aide characteristics. The appendices include statistical information and supporting tables. (AMH)

ED 154 636 FL 009 484

Hancock, Charles R. And Others

**Minimal List of Competencies for Foreign Language Teachers. Suggested Guidelines for Foreign Language Teacher Preparation Programs (Revised Edition), 1977.**

New York State Association of Foreign Language Teachers.

Pub Date Mar 78

Note—15p.



Journal Cit—Language Association Bulletin; v29  
n4 p9116 Mar 1978

EDRS Price MF-\$0.83 Plus Postage. HC Not  
Available from EDRS.

Descriptors—Applied Linguistics, Cultural Awareness, Culture, Guidelines, Higher Education, Language Instruction, Language Programs, Language Skills, \*Language Teachers, Learning Processes, Modern Language Curriculum, \*Performance Based Teacher Education, Secondary Education, Second Language Learning, Teacher Certification, \*Teacher Education, \*Teacher Evaluation, \*Teacher Qualifications, Teaching Methods, \*Teaching Skills  
Identifiers—New York

These guidelines were developed to assist teacher training institutions in setting up competency-based programs, as mandated by New York State law, for the training of foreign language teachers. The guidelines define basic competencies in the following areas: practical command of the language, language analysis, culture, the teaching-learning process, and professional awareness. A total of twenty-six competencies are described. Tests and other procedures for assessment of these competencies are outlined; the assessment criteria for each competency are given, and assessors (persons responsible for assessing candidate growth) are specified. It is pointed out that the specific competencies listed are representative of the major competency areas; they are not presumed to be exhaustive. A working relationship between the staffs of the pertinent agencies—secondary schools, college foreign language departments, and college departments of education must be developed so as to provide courses and experiences needed for mastery and assessment of the competencies required. The basis for certification should be teacher competence rather than total reliance on college courses. (AMH)

ED 154 637 FL 009 485  
Fanslow, John F., Ed. Light, Richard L., Ed.

Bilingual, ESOL and Foreign Language Teacher  
Preparation: Models, Practices, Issues.

Teachers of English to Speakers of Other Languages.

Pub Date 77

Note—263p.

Available from—TESOL, 455 Nevils Bldg., Georgetown University, Washington, D.C. 20057  
(\$9.00, quantity discount available)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, \*Bilingual Education, \*Bilingual Teachers, Cultural Education, \*English (Second Language), Guidelines, Inservice Teacher Education, \*Language Instruction, \*Language Teachers, Methods Courses, Models, \*Performance Based Teacher Education, Second Language Learning, Student Teaching, Teacher Certification, \*Teacher Education, Teacher Qualifications

The selections in this anthology are organized to reflect the two differing perspectives in teacher education. These perspectives are represented on the one hand by those who believe guidelines and the time-honored practices in teacher preparation form a sufficient base for the development of programs to prepare teachers (Perspective 1), and on the other hand by those who believe that teacher preparation needs reforming and can only be carried forward effectively with a number of stipulations, e.g., through a competency-based approach (Perspective 2). Models containing the central components of the two perspectives are presented in Section I. Six of the articles in this section are grouped under Perspective 1, and two under Perspective 2. In Section II, descriptions of the practices employed or implied by models of each perspective are presented. Eight articles, four under each perspective, are included. Issues related to each perspective are raised and arguments for and against each perspective are made in Section III. Three of the articles in this section question Perspective 1 and seven question Perspective 2. The selections in each section are preceded by a brief overview. The placement of selections under one of the two perspectives in Sections I and II is intended to mean only that a particular selection is closer in point of view and substance to at least some of the major tenets associated with one perspective rather than the other. The appendices contain information about certification of ESOL (English for speakers of other languages) and bilingual teachers. (Author/CFM)

ED 154 638

Gray, Tracy C.

A Bicultural Approach to the Issue of Achievement Motivation.

Pub Date Apr 78

Note—29p.; Paper presented at the meeting of the American Educational Research Association (Toronto, Ontario, April, 1978)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Acculturation, \*Achievement Need, Anglo Americans, \*Biculturalism, Bilingual Education, Bilingualism, \*Cross Cultural Studies, Cultural Background, Cultural Differences, \*Cultural Factors, Elementary Education, Elementary School Students, Ethnic Groups, Ethnicity, Language Dominance, Language Research, Language Role, Language Usage, \*Mexican Americans, \*Motivation, Psychological Needs, Psychological Patterns, Sex Differences, Sex Role, Social Factors, Social Influences, Sociocultural Patterns, Sociolinguistics, Student Motivation

The literature emphasizes that achievement motivation depends on a generalized desire to accomplish a given task; it does not deal with the issue of whether or not a culture values the appropriate behavior. This study investigated possible cultural and sex differences in achievement motivation from a bicultural perspective. This research: (1) examined and compared the incentive for achievement motivation of 480 fourth and sixth grade Mexican-American and Anglo-American students in three diverse school districts in California; and, (2) examined the relationship between language dominance as a possible indicator of acculturation and mode of achievement motivation. The results indicated a statistically significant difference between Mexican Americans and Anglo Americans and between males and females in mode of achievement motivation. Unexpectedly, in the academic setting, Anglo-American females showed a relatively lower need to achieve for self than Mexican-American females. The results from the language usage assessment indicated that sex was a more reliable predictor of achievement motivation than language dominance. The educational implications of this study are discussed. (Author/AMH)

ED 154 639

Salazar, Robert

French Phonology. Programmed Introduction. Instructor's Manual.

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date [78]

Note—131p.; For related documents, see ED 138 118, 143 224-225

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 044-000-01681, \$3.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—\*Audioinstructional Aids, \*French, Instructional Materials, \*Language Instruction, Language Tests, Pattern Drills (Language), \*Phonology, Programed Instruction, Programed Materials, Pronunciation, \*Pronunciation Instruction, Second Language Learning, \*Teaching Guides

Identifiers—Dialogs (Language Learning)

This manual is designed to accompany the student's text in a self-instructional course intended to assist the student in attaining a high degree of competence in French pronunciation and a basic knowledge of how French sounds correspond to the writing system. The material is divided into ten chapters. Each chapter has three parts: (1) conversation drills based on dialogues learned in the laboratory; (2) reading exercises; and (3) tests prepared in the laboratory and corrected in class. This manual includes exercises that do not appear in the student's text. Reading selections and test questions are presented in both texts, but answers appear only in the instructor's manual. (AM)

ED 154 640

Duncan, Sharon E. De Avila, Edward A.  
Language Assessment Scales, Level 2, LAS II, for Grades 6 and Up, English/Spanish. Examiner's Manual.

Linguametrics Group, Inc., Corte Madera, Calif.  
Pub Date 78

Note—80p.; For related documents, see FL 009 490-492

Available from—Linguametrics Group, P.O. Box 454, Corte Madera, California 94925 (\$49.50)

FL 009 486

EDRS Price MF-\$0.83 Plus Postage. HC Not  
Available from EDRS.

Descriptors—Adolescents, Bilingual Education, Bilingualism, Bilingual Students, Cognitive Processes, Diagnostic Tests, Elementary Secondary Education, \*English (Second Language), Language Development, Language Instruction, \*Language Proficiency, Language Skills, \*Language Tests, Language Usage, Linguistic Competence, Listening Tests, Non English Speaking, Phonemes, Pragmatics, Scoring, Second Language Learning, \*Spanish, \*Spanish Speaking, Speech Communication, Speech Skills, Syntax, \*Testing, Test Interpretation, Test Items, Test Validity, Vocabulary  
Identifiers—\*Language Assessment Scales, Limited English Speaking Ability

Language Assessment Scales, Level 2 (LAS II) are used to assess the linguistic proficiency of limited-English-speaking or non-English-speaking adolescents. LAS II, like its predecessor, LAS I, provides a picture of oral linguistic proficiency based on a student's performance across four linguistic subsystems: phonemic, lexical, syntactic and pragmatic. It is two independent tests, one in English and the other in Spanish. The phonemic section includes auditory discrimination and phoneme production items. The lexical section consists of words of varying levels of difficulty and with important phonemic features. The method used is identification of a picture. The syntactic section has two parts: (1) the student listens to a sentence and points to the picture illustrating the sentence, and (2) the student listens to a story and retells it in his/her own words. Because of the close connection between cognitive and linguistic development, interpretation of these results must be done by a native speaker and must take into account the age of the student. The pragmatic area is tested by having the teacher rate the student on his/her ability to carry out certain relevant tasks requiring language. The examiner's manual contains the LAS II rationale, instructions for administration and scoring, the examiner's test sheet, a group summary sheet, language samples and notes on LAS II validity. (AMH)

ED 154 641

De Avila, Edward A. Duncan, Sharon E.  
Language Assessment Scales, LAS I, for Grades K-5, English/Spanish. Second Edition.

Linguametrics Group, Inc., Corte Madera, Calif.  
Pub Date 77

Note—84p.; For related documents, see FL 009 489-492; Several pages may be difficult to read due to small print

Available from—Linguametrics Group, P.O. Box 454, Corte Madera, California 94925 (\$49.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not  
Available from EDRS.

Descriptors—Bilingual Education, Bilingualism, Bilingual Students, Child Language, Diagnostic Tests, Elementary Education, \*English (Second Language), Language Development, Language Instruction, \*Language Proficiency, Language Skills, \*Language Tests, Language Usage, Listening Tests, Non English Speaking, Phonemes, Pragmatics, Scoring, Second Language Learning, \*Spanish, \*Spanish Speaking, Speech Communication, Speech Skills, Syntax, \*Testing, Test Interpretation, Test Items, Test Validity, Vocabulary

Identifiers—\*Language Assessment Scales, Limited English Speaking Ability

Language Assessment Scales, LAS I, are designed for children in grades K-5. LAS I accommodates ethnic and linguistic differences and provides direct language activities taken from the popular culture of both English- and Spanish-speaking peoples. LAS I consists of two independent tests, one in English and the other in Spanish, presented largely on tape. It provides a picture of oral linguistic ability based on the child's performance over four linguistic subsystems: phonemic, lexical, syntactic and pragmatic. The phonemic section measures both the decoding and encoding of the English and Spanish phonemic systems with particular emphasis on the most distinctive and difficult sounds. The lexical section consists of a number of words of varying levels of difficulty, which the child identifies through pictures. LAS I uses two methods to measure syntactic ability: identification of the picture illustrating the sentence heard and retelling of a story. For the pragmatic system, the teacher rates the child on his/her ability to

carry out relevant tasks requiring language. The test is individually administered by native speakers. This manual contains administration and scoring instructions, a group summary sheet, language samples, technical notes on validity, and cue pictures for both English and Spanish versions. (AMH)

**ED 154 642** FL 009 491  
DeAvila, Edward A. Duncan, Sharon E.  
LAS Language Arts Supplement, English. Revised Edition.

Linguametrics Group, Inc., Corte Madera, Calif.  
Pub Date 77  
Note—131p.; For related documents, see FL 009 489-492

Available from—Linguametrics Group, P.O. Box 454, Corte Madera, California 94925 (\$7.50)  
**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Biculturalism, \*Bilingual Education, Child Language, Childrens Games, Cultural Education, Early Childhood Education, Educational Games, English, Experiential Learning, Folk Culture, \*Games, \*Language Arts, Language Development, Language Enrichment, Language Instruction, Language Proficiency, Language Skills, \*Learning Activities, Phonics, Play, Poetry, \*Prereading Experience, Primary Education, Puzzles, Second Language Learning, Spanish Speaking, Speech Communication, \*Speech Skills, Vocabulary Development

Identifiers—Language Assessment Scales

This collection of over 100 games and activities is intended to increase oral proficiency among Spanish-speaking children without requiring reading skills. The collection grew out of the desire to provide remedies for specific linguistic weaknesses in English as identified by the Language Assessment Scales (LAS). Because tongue twisters, riddles and rhymes, and childhood games play a large part in the acquisition of the first language, these are emphasized. The Language Arts Supplement (LAS-LAS) is a language enrichment experience in two dimensions. First, it is not meant to instruct, in the sense of being didactic; there are no word or sentence pattern drills, per se. Wherever possible, the learning is meant to take place within the context of games and whimsy. Second, because of the large number of activities which come from the folklore of each language, the LAS-LAS is a linguistic cultural exchange. The activities can be done with a minimum of teacher guidance; the native-speaking students themselves provide the language model for the second language learners. The activities can also serve a useful pre-reading function to complement any English language arts program. For each game or activity, the objective, materials needed, and procedure are given. (Author/AMH)

**ED 154 643** FL 009 492  
DeAvila, Edward A. Duncan, Sharon E.  
LAS Language Arts Supplement, Spanish. Revised Edition.

Linguametrics Group, Inc., Corte Madera, Calif.  
Pub Date 77  
Note—139p.; For related documents, see FL 009 489-491

Available from—Linguametrics Group, P.O. Box 454, Corte Madera, California 94925 (\$7.50)  
**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Biculturalism, \*Bilingual Education, Child Language, Childrens Games, Cultural Education, Early Childhood Education, Educational Games, Experiential Learning, Folk Culture, \*Games, \*Language Arts, Language Development, Language Enrichment, Language Instruction, Language Proficiency, Language Skills, \*Learning Activities, Phonics, Play, Poetry, \*Prereading Experience, Primary Education, Puzzles, Second Language Learning, Spanish, Spanish Speaking, Speech Communication, \*Speech Skills, Vocabulary Development

Identifiers—Language Assessment Scales

Like its English counterpart, this is a collection of over 100 games and activities whose intent is to increase oral proficiency without requiring reading skills. The collection grew out of the desire to provide remedies for specific linguistic weaknesses in Spanish as identified by the Language Assessment Scales. Because tongue twisters, riddles, rhymes, and childhood games play a large part in the acquisition of the first language, these are emphasized. The Language Arts

Supplement (LAS-LAS) is a language enrichment experience in two dimensions. First, it is not meant to instruct, in the sense of being didactic; there are no word or sentence pattern drills, per se. Wherever possible, the learning is meant to take place within the context of games and whimsy. Second, because of the large number of activities which come from the folklore of each language, the LAS-LAS is a linguistic cultural exchange. The activities can be done with a minimum of teacher guidance; the native-speaking students themselves provide the language model for the second language learners. The activities can also serve a useful pre-reading function to complement any Spanish language arts program. For each game or activity, the objective, materials needed, and procedure are given. (Author/AMH)

**ED 154 644** FL 009 495  
Corum, Claudia W.

An Introduction to the Swazi (siSwati) Language. Indiana Univ., Bloomington. African Studies Program.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date 78  
Contract—300-76-0239  
Note—278p.

Available from—African Studies Program, Indiana University, Woodburn Hall 223, Bloomington, Indiana 47401 (Tapes accompanying the text are also available.)

**EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.**

Descriptors—\*African Languages, \*Bantu Languages, Form Classes (Languages), \*Grammar, Higher Education, Instructional Materials, \*Language Instruction, Language Skills, Language Usage, Morphemes, Morphology (Languages), Nominals, Phonology, \*Second Language Learning, Sentence Structure, Suffixes, Tape Recordings, \*Textbooks, Tone Languages, Translation, Uncommonly Taught Languages, Verbs, Vocabulary

Identifiers—Dialogs (Language Learning), National Defense Education Act Title VI, Prefixes, Swaziland

This is an introductory text for the Swazi language, siSwati. Spoken by nearly a half million people in Swaziland, siSwati is one of the Nguni languages of the southeastern branch of the Bantu languages. Each of the 25 lessons in this text covers one or more basic grammatical structures. The first five lessons present the sound system in detail, greetings and classroom expressions, certain grammatical features that are unlike anything in the structure of English, and a summary of siSwati grammar. Lessons 6-22 have the same format: a dialogue containing examples of the new grammatical structure(s), vocabulary and structure sections, and exercises on the grammatical features presented in the lesson. The text, with its seventeen companion tapes, is suitable for use in university language classes or for linguistics students. There are no repetition drills in the text, but it would complement a language program that uses an audio-lingual approach. A siSwati-English glossary is provided. (AMH)

## HE

**ED 154 645** HE 009 512  
Total Revenue and Expenses for Provincially Assisted Universities of Ontario for the Fiscal Year Ended April 30, 1977. Report to the Council of Ontario Universities.

Council of Ontario Universities, Toronto.  
Pub Date Nov 77  
Note—165p.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Annual Reports, \*Budgets, Enrollment, \*Foreign Countries, Higher Education, \*Operating Expenses, \*State Aid, \*Statistical Data, Tables (Data), Universities

Identifiers—\*Ontario

The annual report on the total revenue and expenses of the provincially assisted universities of Ontario for the fiscal year ending April 30, 1978 is presented. Tabular summaries for all universities and for 20 individual universities are pro-

vided, showing: total operating expenses by objects of expense and by functional area; total expense by type of fund and by object of expenses; and total revenue by source of revenue and by type of fund. Also included is a table showing enrollment and basis income units (BIUs) in 1976-77 for all universities and five schedules based on totals reported by the institutions: operating expense analysis; total expense analysis; operating and total revenue analyses; percentage analysis of expenses 1972-73 to 1976-77; and percentage analysis of revenues 1972-73 to 1976-77. Statistics from the following institutions are included: Brock, Carleton, Guelph, Lakehead, Laurentian, Nipissing, Hearst, McMaster, Oise, Ottawa, Queen's, Ryerson, Toronto, Trent, Waterloo, Western, Wilfrid Laurier, Windsor, and York. (SPG)

**ED 154 646** HE 009 797  
Ellis, Susanne D.

1976-77 Survey of Physics and Astronomy Bachelor's Degree Recipients. AIP Report

American Inst. of Physics, New York, N.Y. Manpower Statistics Div.

Report No.—AIP-R-211-9  
Pub Date Feb 78  
Note—13p.

Available from—Manpower Statistics Division, American Institute of Physics, 35 E. 45th Street, New York, N.Y. 10017

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Astronomy, \*Bachelors Degrees, Career Planning, \*College Graduates, \*Employment Patterns, \*Employment Trends, Financial Support, Graduate Study, Minority Groups, Occupational Choice, \*Physics, Salaries, Science Education, Student Characteristics, Tables (Data)

The data presented, illustrated with tables and graphs, include postbaccalaureate plans of physics bachelors (including trends since 1969); characteristics of bachelor's degree recipients; postbaccalaureate plans of minority group physics bachelors; type of baccalaureate plan; sources of anticipated support for first-year graduate study, 1974-77; changes in employment outlook, 1970-77; initial employment of physics bachelor's recipients, 1971-1977; use of physics training by type of employment; full-time employment of new degree recipients; starting salaries; characteristics of astronomy bachelor's recipients; and postbaccalaureate plans of astronomy degree recipients. (Author)

**ED 154 647** HE 009 801  
Project WELD. Women's Education: Learning and Doing. A Final Report.

Formative Evaluation Research Associates, Ann Arbor, Mich.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date Jun 77

Note—69p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Coeducation, \*Educational Alternatives, \*Internship Programs, Participant Satisfaction, Program Evaluation, \*Skill Development, Surveys, \*Womens Education, \*Womens Studies

Identifiers—Cedar Crest College PA, Everywomens Center (University of Massachusetts), Mount Holyoke College MA, Mount Vernon College DC, \*Single Sex Colleges, Wellesley College MA, Wells College NY, Westbrook Junior College ME, Womens Center (University of Minnesota)

A project was undertaken to provide information about three types of education options available to undergraduate women: internships, women's studies classes, and skills development classes or workshops. Eight schools participated in the study: Wellesley College, Mt. Holyoke College, Cedar Crest College, Wells College, Westbrook College, Mt. Vernon College, Everywomens Center at the University of Massachusetts, and the Women's Center at the University of Minnesota. A number of questions were addressed by the study: Why did students choose these experiences? What did the various programs offer to students? What are the differences between single-sex colleges and coed universities? What is the impact of the programs? Were students satisfied, and what improvements would they offer? Did these experiences relate to students' future roles? And Did these students feel their institutions could be improved as schools for women? (MSE)

**ED 154 648** HE 009 804  
**Applications to Ontario Law Schools 1973 and 1974. Report of a Study of Ontario Law Schools Admissions Policies and Practices.**  
 Council of Ontario Universities, Toronto.  
 Pub Date Feb 78  
 Note—61p.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, M5S 2T4

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**  
 Descriptors—Admission Criteria, \*College Admission, Graduate Study, Higher Education, \*Law Schools, \*Legal Education, \*Professional Education, Sex Differences, \*Student Application, Student Characteristics, Tables (Data), Transfers, Undergraduate Study  
 Identifiers—\*Ontario

An overview of the source of law school applications to Ontario law schools in 1973 and 1974 and the relationship of certain variables to the admission process is presented. The tables provided reflect the following information: applicants, offer recipients and registrants by law school, age, length of university experience, highest degree obtained, law school applied to and university of last attendance, date of last attendance at university, number of schools applied to, and law school applied to and number of previous applications submitted; sex of applicants, offer recipients and registrants; interuniversity transfer of law school applicants from Ontario universities; offer recipients who did not register by university of last attendance; applicants by date of last attendance at university and highest degree obtained; all applicants by combination of applications submitted; number of applications submitted by university of last attendance; number of applications submitted by sex; response of applicants to offers of admission; and basis for admission of the first year class. (SPG)

**ED 154 649** HE 009 841  
**The Price of Restraint. Brief to the Ontario Council on University Affairs.**  
 Council of Ontario Universities, Toronto. Committee on Operating Grants.  
 Pub Date Feb 78

Note—72p.; Some tables may not reproduce due to marginal legibility of original document

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**  
 Descriptors—\*Budgets, \*Educational Finance, \*Foreign Countries, Government Role, \*Higher Education, \*Operating Expenses, \*Resource Allocations, State Universities, Statistical Data, Tables (Data)

The Council of Ontario Universities' 1978 brief on operating support is presented. Section 1 compares funding recommendations for 1978-79 put forward by the Council on Ontario Universities (COU) and the Ontario Council on University Affairs (OCUA) with the provisions made for that year by the Minister of College and Universities (MCU). Section 2 discusses the funding requirements for 1979-80 according to the guidelines established for system funding by OCUA. Section 3 addresses the cumulative effect of the government's program of fiscal restraint through the years 1978-79 through 1981-82. (Author/SPG)

**ED 154 650** HE 009 842  
**Ontario University Non-Salary Price Index.**  
 Council of Ontario Universities, Toronto.  
 Pub Date Feb 78  
 Note—27p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
 Descriptors—Books, \*Cost Indexes, \*Educational Economics, Educational Equipment, \*Expenditures, \*Foreign Countries, Furniture, \*Higher Education, Operating Expenses, Periodicals, Utilities  
 Identifiers—\*Ontario

An Ontario university non-salary price index is presented that attempts to measure the impact of inflation on non-salary expenditure. Using 1970-71 as the base year (in which the index equals 100), the changes in prices of non-salary expenditures for 1976-77 are shown. The non-salary expenditures covered include books and periodicals, furniture and equipment, operational supplies and expenses including part of externally contracted services, utilities, and renovations and alterations. It was found that for 1976-77, the Ontario university index was 13.7 percent higher than the Canadian Consumer Price Index and by the end of 1977-78 the Ontario university index is expected to be 14.5 percent higher than the Consumer Price Index. (SPG)

**ED 154 651** HE 009 844  
 Gray, Audrey Ward  
**International/Intercultural Education in Selected State Colleges and Universities. An Overview and Five Cases.**

American Association of State Colleges and Universities, Washington, D.C.  
 Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date Nov 77  
 Contract—300-75-0272  
 Note—197p.

Available from—American Association of State Colleges and Universities, One Dupont Circle, Washington, D.C. 20036

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Case Studies, \*Cross Cultural Studies, Higher Education, \*International Educational Exchange, \*International Studies, Program Content, Program Descriptions, Program Design, Program Development, Program Evaluation, \*State Colleges, \*State Universities  
 Identifiers—Adams State College CO, Lock Haven State College PA, Ramapo College NJ, University of North Carolina Charlotte, University of South Florida

A study was undertaken to investigate and describe international/intercultural education approaches used by AASCU's 320 member institutions. Five questions were addressed: (1) What is the state of international/intercultural education in the U.S.? (2) What are the trends? (3) How do small, medium, large, and nontraditional state colleges and universities in different parts of the country actually implement measurable and significant programs? (4) What are the key elements for implementation of a program? and (5) What principles, programs, or activities described in this study can be adapted for use by other higher education institutions? Reported here are the study's findings and recommendations, and five case studies of Adams State College, Lock Haven State College, the University of North Carolina at Charlotte, the University of South Florida, and Ramapo College. (MSE)

**ED 154 652** HE 009 845  
 Harari, Maurice  
**Trends and Issues in Globalizing Higher Education.**

American Association of State Colleges and Universities, Washington, D.C.

Pub Date Apr 77  
 Note—23p.

Available from—American Association of State Colleges and Universities, One Dupont Circle, Washington, DC 20036

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—College Curriculum, \*College Role, Faculty Development, \*Global Approach, \*Higher Education, \*International Education, \*International Educational Exchange, Organizational Development, \*World Problems

Summarized are the highlights of a series of five workshops held during the 1975-76 academic year. The workshops were devoted to the examination of the international role and responsibility of U.S. higher education. Highlighted are the topics of: mission, commitment, and institutional change; academic content and faculty development; and international exchanges, development, and linkages. In addition, a presentation by Michael J. Flack on the general theme is included. (MSE)

**ED 154 653** HE 009 858  
**Resident and Nonresident Undergraduate Tuition and/or Required Fees. Public Universities and Public Colleges and State Universities. Report No. 78-9.**

Washington State Council for Postsecondary Education, Olympia.

Pub Date Feb 78  
 Note—21p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Charts, \*Fees, Higher Education, \*National Surveys, Noninstructional Student Costs, \*Nonresident Students, \*Resident Students, State Colleges, \*State Universities, Statistical Data, Tables (Data), \*Tuition  
 Identifiers—\*Washington

Tuition and fee information for resident and non-resident students in public colleges and universities in the 50 states is presented in tabular

form for 1972-73 and 1977-78. In addition to tables, charts are provided that graphically illustrate the relative position of Washington State averages. Results of the National Association of State Universities and Land Grant Colleges (NASULGC) survey are presented in the first two tables and charts and show that in the 49 states other than Washington, resident undergraduate tuition and fees increased 5.3 percent in 1977-78 and 31.1 percent in the last five years and nonresident undergraduate tuition and fees increased 6.2 percent in 1977-78, with a five-year increase of 34.4 percent. Washington experienced its first increase since 1972-73 last year and showed an increase of 17 percent for resident tuition and fees and a 51.4 percent increase for nonresident tuition and fees. Results of the American Association of State Colleges and Universities (AASCU) survey presented in the remaining tables and charts show that resident undergraduate tuition and fees increased an average of 6.4 percent in 1977-78 for the 45 states surveyed, with a five-year increase of 29.5 percent, nonresident tuition and fees increased 7.8 percent in 1977-78, with a five-year increase of 28.6 percent. Tuition and fees at Washington institutions for residents increased 16.6 percent in 1977-78 with a five-year total increase of 19.4 percent. In 1977-78 resident tuition and fees increased 45.9 percent, the first increase since 1972-73. (SPG)

**ED 154 654** HE 009 866  
**Industry-Sponsored Research and Consultation: Responsibilities of the Institution and the Individual.**

Association of American Medical Colleges, Washington, D.C.

Pub Date May 78  
 Note—17p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Ethics, Laboratory Safety, Legal Responsibility, \*Medical Research, \*Medical Schools, \*Moral Issues, Researchers, Research Problems, \*School Industry Relationship  
 Identifiers—House Subcommittee on Health and Environment, \*Sponsored Research

This working paper of the Association of American Medical Colleges addresses four issues: the propriety of conducting industry-sponsored research in schools of medicine; necessary institutional safeguards; individual responsibilities of academic scientists; and the implementation and monitoring of the recommendations made herein. The paper was developed after consultation with other professional associations, and was submitted to the House Subcommittee on Health and the Environment. (MSE)

**ED 154 655** HE 009 868  
 Suchar, Elizabeth W. And Others  
**Student Expenses at Postsecondary Institutions, 1978-79.**

College Entrance Examination Board, Princeton, N.J.

Pub Date 78  
 Note—89p.

Available from—College Board Publication Orders, Box 2815, Princeton, N.J. 08541 (\$4.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*College Housing, Commuting Students, Educational Change, Emancipated Students, \*Instructional Student Costs, \*Noninstructional Student Costs, Nonresidential Schools, Nonresident Students, Residential Colleges, Resident Students, \*Student Costs, Tables (Data), \*Tuition  
 Identifiers—States (Geopolitical Regions)

Eighteen tables present data indicating average expenses for resident students—both those living in campus housing and those in private housing—commuting students, and self-supporting students attending different types of postsecondary institutions. The tables also provide data showing how postsecondary educational expenses are changing and how a listing of student expenses at approximately 2,750 postsecondary institutions in the U.S., as reported by those institutions, and arranged by state. (MSE)

**ED 154 656** HE 009 874  
 Hughes, John F. Hughes, Anne O.  
**Federal Policy on Higher Education Research.**  
 American Council on Education, Washington, D.C. Policy Analysis Service.

Pub Date 29 Mar 78

Note—14p.; Paper presented at the American Education Research Association Annual Meeting (Toronto, Canada, 1978)



**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Documentation, \*Educational Research, \*Federal Aid, \*Federal Programs, \*Financial Support, \*Higher Education, Research Criteria, Research Methodology, \*Research Needs, Speeches

The small amount of funding provided by the federal government for research on the higher education system and the reasons for this research to be given such a low priority are discussed. A rationale for doing research on higher education and for federal funding of such research is proposed, followed by specific recommendations for documenting the need for research on higher education and processes for conducting the needed research. (SPG)

**ED 154 657** HE 009 880  
Clark, Burton R.

Academic Differentiation in National Systems of Higher Education. Yale Higher Education Research Group Working Paper.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Report No.—YHERG-23

Pub Date Mar 78

Note—27p.

Available from—Higher Education Research Group, Institution for Social and Policy Studies, Yale University, 1732 Yale Station, New Haven, Connecticut 06520

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Administrative Organization, \*Comparative Education, Foreign Countries, \*Governance, \*Higher Education, Intellectual Disciplines, \*International Education, \*Power Structure

The knowledge work of higher education is carried out in every country in a differentiated structure that divides and allocates tasks within and among institutions; Certain features of differentiation are likely to be common among national systems: the basic sectioning of the natural sciences in such fields as physics, chemistry, and biology, and well-defined subfields thereof, has wide currency. But many features of differentiation, such as the division of labor among institutional types, vary widely among nations. Whatever the combination of sections and tiers within institutions, and sectors and hierarchies among them, the prevailing structure sets many of the problems of coordination and control and conditions nearly all important issues of continuity and reform. (Author/MSE)

**ED 154 658** HE 009 907

Shulman, Carol Herrstadt

Implementing Experiential Learning for Adult Students. ERIC/Higher Education Research Currents.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—American Association for Higher Education, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 78

Note—5p.

Available from—American Association for Higher Education, Publications Department, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$0.40)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Access to Education, \*Adult Students, \*Educational Assessment, \*Experiential Learning, Higher Education, \*Intellectual Experience, Literature Reviews, \*Nontraditional Students, Portfolios (Background Materials), Social Experience, \*Work Experience

Identifiers—\*Educational Outcomes, Information Analysis Products, Memphis State University TN

Current developments in experiential learning, especially as it applies to adult learners, are discussed. Experiential learning is defined as "prior learning (which is) those nonacademic life or work experiences that students have acquired before formal contact with the institution and for which they desire recognition in the form of credits towards a degree." Prior learning assessment procedures are examined with emphasis placed on the portfolio assessment procedure, which involves eight tasks: (1) establishment of method by institutions for assisting the student in returning to school and introducing him or her to the experiential learning concept; (2) identification by students of their prior learning ex-

perience, through such techniques as resumes, autobiographies or a chronicle of work, social, and personal experiences; (3) identification by students of their learning outcomes and expressing them in ways that can be measured; (4) articulation of prior learning outcomes by the student; (5) documentation of experiences and outcomes by the student; (6) measurement of the experiential learning outcomes by the institution; (7) judgment of prior learning outcomes by college; and (8) evaluation and recording of prior learning outcomes by the college. An example of a portfolio assessment procedure at the Memphis State University's University College is provided. Cost considerations are also discussed. (SPG)

**ED 154 659** HE 009 911  
After 8? A Guide to Grade 8 Students and Their Parents.

Ontario Dept. of Education, Toronto.; Ontario Ministry of Colleges and Universities, Toronto.

Pub Date 77

Note—22p.

Available from—Information Resources Branch, Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ontario, M7A 1B8 Canada or Communication Services Branch, Ministry of Education, Mowat Block, Queen's Park, Toronto, Ontario M7A 1L2, Canada (in English or French)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Access to Education, Aspiration, \*College Choice, Decision Making, \*Educational Opportunities, \*Foreign Countries, High School Students, Junior High School Students, \*Occupational Choice, Parent Participation, \*Post Secondary Education, \*Secondary Education

Identifiers—\*Canada, \*Ontario

The publication is intended for students and parents of students preparing to enter secondary school in Ontario. Its objectives are to describe, simply and clearly, the choices open to students as they advance to secondary school, and relate secondary school courses to opportunities at the postsecondary level. (Author/MSE)

**ED 154 660** HE 009 923

Faculty Salaries in Washington Public Higher Education, 1977-79. Report No. 78-11.

Washington State Council for Postsecondary Education, Olympia.

Pub Date Apr 78

Note—49p.; Table A-3 will reproduce poorly due to light type

Available from—Washington State Council for Postsecondary Education, 908 East Fifth, Olympia, Washington 98504

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*College Faculty, \*Comparative Statistics, Cost Indexes, \*Fringe Benefits, Higher Education, \*Salary Differentials, State Surveys, \*Teacher Salaries, Tenure

Identifiers—\*Washington

This report on faculty salaries in Washington public higher education is divided into two parts: a status report and a commentary dealing with the questions emanating from an analysis of faculty salaries and fringe benefits. The status report provides background information on faculty salary recommendations made by the Council for Postsecondary Education plus information on salary increases appropriated and granted in 1977-78. Data are also presented indicating the current trends in the cost of living and information on multi-state and national comparisons. The commentary section raises five questions that should be addressed prior to the 1979 legislative session. These questions are: (1) What personnel should be included in the base for measuring faculty salary averages? (2) Should equity-based recommendations relate to overall averages or solely to continuing faculty? (3) Should salary comparisons be improved? and (4) What is the effect of tenure on faculty salary averages? Specific answers are not proposed. (Author/LBH)

**ED 154 661** HE 009 925

Staman, E. Michael

A Catalogue on Planning in Higher Education. Organizations, Periodicals, Bibliography.

Society for Coll. and Univ. Planning, Halifax (Nova Scotia).

Pub Date Jan 78

Note—35p.

Available from—Society for College and University Planning, PO Box 3394, Halifax South, Halifax, Nova Scotia B3J 3J1, Canada (single copies \$2.00, multiple copies \$1.20 each)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Annotated Bibliographies, Bibliographies, \*College Administration, College Curriculum, \*College Planning, College Students, Educational Finance, Evaluation, Facilities, Governance, \*Higher Education, \*Information Sources, Junior Colleges, Organizations (Groups), \*Professional Associations, \*University Administration

This listing and bibliography is designed to provide an overview of the kind of material that has been published in areas related to planning in higher education. The contents are segmented into categories and subcategories: (1) periodicals and organizations (including educational periodicals, periodicals in organization and administration, and organization names); (2) general interest references (annotated); (3) a bibliography by organization or publisher (including the ERIC Clearinghouse on Higher Education, Jossey-Bass, the Carnegie Commission, the HEGIS surveys, ACE panel reports, and AIR forums); (4) miscellaneous sources; and (5) a subject bibliography on students, facilities, enrollment, governance, curriculum, and finance, planning and evaluation, college organization and administration, and junior colleges. (MSE)

**ED 154 662** HE 009 926

Ontario Council on University Affairs Fourth Annual Report, March 1, 1977 to February 28, 1978.

Ontario Council on University Affairs, Toronto.

Pub Date Mar 78

Note—66p.

Available from—Ontario Council on University Affairs, 700 Bay Street, Toronto, Ontario M5S 1Y7, Canada

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Capital Outlay (for Fixed Assets), \*College Planning, Educational History, Engineering Education, Enrollment, Federal Aid, Fellowships, Financial Support, \*Foreign Countries, Futures (of Society), Graduate Study, Scholarship Funds, \*State Boards of Education, \*Statewide Planning, \*Universities, \*University Administration

Identifiers—Canada, Laurentian University (Ontario), Mineral Processing Engineering, Mining Engineering, \*Ontario

The annual report contains an introduction addressing three issues (enrollment, funding and the challenge past, and funding and the challenge to come) and the full text of all advisory memoranda issued during the year. Those memoranda have as their subjects: the Ontario Graduate Scholarship Program, 1978-79; the secondary/postsecondary education interface; government support for the university system in 1978-79; capital assistance; funding for the mining engineering and the mineral processing engineering programs at Laurentian University; allocation of the government's operating support for the university system in 1978-79; and graduate program planning and funding. (MSE)

**ED 154 663** HE 009 927

Profughi, Victor L. Warren, Edward G.

Student Interns in the Public Sector.

Rhode Island Univ., Kingston. Bureau of Government Research.

Pub Date 76

Note—132p.; A report on themes from the second Newport Conference on students in the public sector (Rhode Island, October 1974)

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Clinical Experience, Competitive Selection, Conference Reports, Credits, \*Field Experience Programs, Financial Support, Higher Education, \*Internship Programs, \*Program Administration, \*Program Evaluation, Student Recruitment, Theories

The series of essays contained in this monograph are designed to probe analytically some of the major concerns associated with internships. Discussed in section one are the components of the internship triangle: colleges and universities, sponsoring agencies, and students. Five additional essays follow in section two dealing with problems in program administration: recruitment and selection, academic credit and stipends, internship financing, relating theory to practice, and program evaluation. The conclusion summarizes some philosophical concerns of internship administrators and suggests probable future prospects and trends. (Author/MSE)

**ED 154 664** HE 009 929

Creating Our Future.

Society for Coll. and Univ. Planning, Halifax (Nova Scotia).

Pub Date 77

Note—41p.; Addresses made at the convention of the Society for College and University Planning (Seattle, August 1977)

Available from—Society for College and University Planning, PO Box 3394, Halifax South, Halifax, Nova Scotia B3J 3J1, Canada

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*College Role, Conference Reports, \*Economics, Educational Economics, \*Futures (of Society), Government Role, \*Higher Education, \*Manpower Needs, Speeches, \*State Government

Three papers are presented: the future society for which we are educating, by Robert Theobald; relationship of state government and higher education in the future, by Patrick Lucey; and the future of manpower, the economy, and higher education, by Willard Wirtz. (MSE)

**ED 154 665** HE 009 933  
Sheehan, Bernard S. And Others

**A Financial Plan for Alberta Colleges and Universities: Recommendations and Research Results.** Alberta Advanced Education and Manpower, Edmonton.

Pub Date Mar 77

Note—589p.; Parts may be marginally legible due to print quality

**EDRS Price MF-\$1.16 HC-\$31.47 Plus Postage.**

Descriptors—\*Budgeting, \*Educational Finance, \*Finance Reform, Financial Policy, Foreign Countries, Higher Education, \*State Colleges, \*State Universities, \*Statewide Planning

Identifiers—\*Alberta  
This is the final report of the Financial Plan Project for Colleges and Universities. Its primary purpose is to present proposals on a financial plan for Alberta universities and public colleges. Following a brief review of financing postsecondary education in Canada, it focuses on the last ten years of Alberta practice; the treatment is extensive. The current planning program is explained in this context, and technical issues and direction, analysis of specific alternatives, and conclusions and recommendations are included. (MSE)

**ED 154 666** HE 009 934  
Vogt, Dave

**1976-77 Fall to Spring Attrition at UW-Parkside. A Multivariate Approach.**

Wisconsin Univ. - Parkside, Kenosha. Institutional Analysis and Registration Office.

Pub Date May 77

Note—101p.; Not available in hard copy due to marginal legibility of original

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*College Students, \*Dropout Characteristics, \*Dropout Identification, \*Dropout Prevention, Higher Education, \*Persistence, Prediction, Predictive Validity, Predictor Variables, State Universities, Statistical Analysis, Statistical Data, Student Characteristics, Tables (Data)

The objective of this study was to devise a methodology for predicting the return or non-return of a student for the spring semester, upon his completion of the fall term. Nineteen variables from existing student files were examined by several multivariate analyses to determine their ability to help in such a prediction. The random sample was of 1,000 students. The initial set of demographic variables had only limited predictive capabilities. Improvement in prediction would require additional, subjective information about the students such as attitudes or educational goals. Extensive data charts are included. (MSE)

**ED 154 667** HE 009 935  
Schuller, Thomas

**Higher Education and University Governance in the Netherlands: Pluralism Old and New. Yale Higher Education Research Group Working Paper.**

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Report No.—YHERG-25

Pub Date Apr 78

Note—45p.

Available from—Higher Education Research Group, Institution for Social and Policy Studies, Yale University, 1732 Yale Station, New Haven, Connecticut 06520

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Educational Change, \*Educational History, \*Educational Policy, \*Foreign Countries, \*Governance, Higher Education, Policy Formation, Power Structure, Universities

Identifiers—\*Netherlands

A retrospective look is taken at the internal workings of a reform of university governance in the Netherlands, including a description of the relations between the various actors involved. It was found that a state of equilibrium has not yet been reached, but the most acute stages of the transition have passed. Then a broader look is taken at certain structural characteristics of Dutch higher education whose weaknesses have generated proposals for reform. The conclusion reached is that the accommodative elitism of the professional oligarchy has shown itself unable to anticipate and cope with the movement toward greater participation in university governance. In the future, the university sector will be more aware of policy issues, but the question is whether it will react defensively or in a way that convinces a broad audience that it has society's interests at heart. (Author/MSE)

**ED 154 668**

HE 009 938

Varner, Iris I.  
**Business as a Liberal Art.**

Pub Date 77

Note—11p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Business Administration, \*Business Education, General Education, Higher Education, \*Liberal Arts, \*Liberal Arts Majors, \*Vocational Education

Since one of the main arguments against business as part of liberal education seems to be that it has practical applicability, one should look deeper into the use of the more traditional liberal education subjects. Historically, what we interpret as pure liberal education had at the same time high practical value; this is still true. What seems to make business so different is partly that business involves huge sums of money, and money is somehow suspect in academe. Theoretical and philosophical as well as practical considerations are becoming more and more a part of business, and thus of business education, and bear a close relationship to other subjects taught as part of the liberal arts education. (Author/MSE)

**ED 154 669** HE 009 940

Baer, Betty L. Federico, Ronald  
**Educating the Baccalaureate Social Worker. Report of the Undergraduate Social Work Curriculum Development Project.**

Pub Date 78

Note—249p.

Available from—Ballinger Publishing Company, 17 Dunster Street, Cambridge, Massachusetts 02138

**Document Not Available from EDRS.**

Descriptors—Accreditation (Institutions), \*Bachelors Degrees, Educational Objectives, \*Performance Based Education, Professional Occupations, \*Professional Training, \*Social Work, \*Undergraduate Study

Identifiers—\*Social Work Education

The project report identifies the purposes of social work and the major objectives, functions, and activities necessary to attain them. From this material the essential competencies of the first level professional social worker are derived. The project report represents the only current statement of the fundamentals for entry level professional social work practice and education, and it is expected to be used to refine the Council on Social Work Education's accreditation standards for baccalaureate social work programs. (Editor/MSE)

**ED 154 670**

HE 009 941

Melargano, Ralph J. And Others  
**Planned Variations Study. Volume I: Executive Summary.**

System Development Corp., Santa Monica, Calif. Studies and Evaluation Dept.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TM-5857/001/00

Pub Date 31 Jan 78

Contract—300-76-0539

Note—21p.; For related documents see HE 009 942-946

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Compensatory Education, \*Culturally Disadvantaged, \*Disadvantaged

Youth, \*Economically Disadvantaged, \*Educationally Disadvantaged, Intervention, Models, Post Secondary Education, Program Evaluation, Research Projects, Secondary Education

The executive summary briefly restates the results of a 17-month excursion into the realm of compensatory education of older disadvantaged youth. During September 1976 through January 1978, System Development Corporation conducted a project to conceptualize models for compensatory educational intervention at the secondary and postsecondary levels, the planning of a longitudinal evaluation of the models, development of the methodology for executing the evaluation in a variety of field settings, the selection of appropriate instruments to determine the effects of models of the participating students, and the analysis of existing intervention projects to identify components that could be included in the models. (Author/MSE)

**ED 154 671**

HE 009 942

Melargano, Ralph J. And Others  
**Planned Variations Study. Volume II: Intervention Strategies for Secondary and Postsecondary Compensatory Education.**

System Development Corp., Santa Monica, Calif. Studies and Evaluation Dept.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TM-5857/002/00

Pub Date 31 Jan 78

Contract—300-76-0539

Note—56p.; For related documents see HE 009 941-946

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Change Strategies, \*Compensatory Education, Culturally Disadvantaged, \*Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, \*Intervention, Models, Post Secondary Education, \*Program Development, Secondary Education

Identifiers—\*Special Services for Disadvantaged Students, \*Upward Bound

System Development Corporation conducted an extensive project of conceptualization and planning of models for compensatory educational intervention for older disadvantaged youth. This volume treats the two intervention strategies developed to provide the framework for comprehensive compensatory education projects at the secondary and postsecondary levels for the Upward Bound and Special Services for Disadvantaged Students programs. (MSE)

**ED 154 672**

HE 009 943

Kenoyer, Charles E.

**Planned Variations Study. Volume III: Design and Analysis Considerations for a Longitudinal Field Experiment.**

System Development Corp., Santa Monica, Calif. Studies and Evaluation Dept.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TM-5857/003/00

Pub Date 31 Jan 78

Contract—300-76-0539

Note—53p.; For related documents see HE 009 941-946

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Compensatory Education, \*Disadvantaged Youth, Evaluation Criteria, Evaluation Needs, \*Intervention, \*Longitudinal Studies, Models, \*Program Evaluation, Research Projects

System Development Corporation conducted an extensive project for compensatory educational intervention for older disadvantaged youth in secondary and postsecondary education. Two intervention strategies were developed, and this report discusses the design of a longitudinal study to evaluate the effects of models growing out of those interventions, along with analytic procedures to answer the issues addressed in such a longitudinal study. (Author/MSE)

**ED 154 673**

HE 009 944

Shiban, John R.

**Planned Variations Study. Volume IV: Field Implementation Plan for a Field Randomized Experiment.**

System Development Corp., Santa Monica, Calif. Studies and Evaluation Dept.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TM-5857/004/00

Pub Date 31 Jan 78

Contract—300-76-0539  
Note—82p.; For related documents see HE 009 941-946

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Compensatory Education, \*Disadvantaged Youth, Evaluation Methods, Experiments, \*Intervention, \*Longitudinal Studies, Post Secondary Education, \*Program Evaluation, Research Tools, Secondary Education

System Development Corporation conducted an extensive project of conceptualization and planning of models for compensatory educational intervention for older disadvantaged youth, at the secondary and postsecondary levels. Two intervention strategies were developed, and this report details the development of a field implementation plan for a longitudinal study to follow the intervention strategies at work. The field implementation plan was designed as a randomized experiment. (Author/MSE)

**ED 154 674 HE 009 945**

Duck, Gary A.

**Planned Variations Study. Volume V: Student Performance Measures for Evaluating Secondary and Postsecondary Intervention Programs.**

System Development Corp., Santa Monica, Calif. Studies and Evaluation Dept.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TM-5857/005/00

Pub Date 31 Jan 78

Contract—300-76-0539

Note—108p.; For related documents see HE 009 941-946

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Achievement Tests, Affective Tests, \*Compensatory Education, \*Disadvantaged Youth, \*Evaluation Methods, \*Intervention, \*Measurement Instruments, Measurement Techniques, Performance Criteria, Performance Tests, Post Secondary Education, \*Program Evaluation, Secondary Education, Study Skills

System Development Corporation conducted an extensive project of conceptualization and planning of models for compensatory educational intervention for disadvantaged students in secondary and postsecondary education. The present report focuses on the procedures used to identify and evaluate as available student performance measures that can be considered as candidate instruments for use in evaluating these compensatory programs. The tests include achievement tests, study skills tests, and affective tests. (Author/MSE)

**ED 154 675 HE 009 946**

Lyons, Margaret F. Whitebear, Anthony M.

**Planned Variations Study. Volume VI: Index of Existing Components.**

System Development Corp., Santa Monica, Calif. Studies and Evaluation Dept.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TM-5857/006/00

Pub Date Jan 78

Contract—300-76-0539

Note—174p.; For related documents see HE 009 941-945

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—Administrator Guides, \*Compensatory Education, Counseling Programs, \*Disadvantaged Youth, Guidance Programs, \*Intervention, Language Arts, Needs Assessment, Orientation, Post Secondary Education, \*Program Design, \*Program Development, Pupil Personnel Services, Reference Materials, Remedial Instruction, Remedial Mathematics, Remedial Reading, Secondary Education, Student Financial Aid, Student Personnel Services

Identifiers—\*Special Services for Disadvantaged Students, \*Upward Bound

System Development Corporation conducted an extensive project of conceptualization and planning of models for compensatory educational intervention for disadvantaged youth at the secondary and postsecondary levels. One of the initial steps in the planning process was the identification of components in programs presently being implemented in the Upward Bound and Special Services for Disadvantaged Students programs. Over 100 programs were examined. This index of currently successful components is intended as a reference guide, and will be updated. Categories of components in the

index include: needs assessment, remedial language arts, remedial mathematics, support for high school study, postsecondary education orientation, guidance and counseling, and financial assistance. (MSE)

**ED 154 676 HE 009 948**

Brown, George H.

**Doctoral Degree Awards to Women.**

National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NCES-78-336A

Pub Date 78

Note—14p.

Available from—National Center for Education Statistics, Education Division, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Degrees (Titles), \*Doctoral Degrees, \*Females, \*Graduate Study, Higher Education, Intellectual Disciplines, National Surveys, Statistical Data, Tables (Data), Trend Analysis, Units of Study, \*Womens Education

The report is a sequel to an earlier report on doctoral awards to men and women since 1970-71, the focuses on the first and last years of the study, 1970-71 and 1975-76. The increase in women's representation among doctoral degree recipients has been steady over those six years, rising from 14.3 percent to 22.9 percent. While the numbers of degrees awarded to women climbed, the number for men actually decreased during that time. Data are presented for field of study, giving numbers and percentages of women recipients for the two years in question, and giving percentage gains. (MSE)

**ED 154 677 HE 009 949**

Froomkin, Joseph McCully, Clinton

**A Review of Financial Developments in Higher Education, 1970/71-1974/75, and a Prognosis for 1980-1985.**

Froomkin (Joseph) Inc., Washington, D.C.

Pub Date Feb 77

Contract—300-76-0026

Note—205p.; Not available in hard copy due to marginal reproducibility of original

Available from—Joseph Froomkin Inc., 1015 Eighteenth Street N.W., Washington, D.C. 20036

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—College Faculty, College Teachers, \*Educational Demand, \*Educational Economics, \*Educational Finance, Enrollment Trends, \*Futures (of Society), \*Higher Education, Private Colleges, \*Retrenchment, State Colleges, State Universities, Teacher Salaries

There is no evidence of financial crisis in higher education, if by "crisis" one means the failure of institutions to balance revenues and expenditures. Most institutions were and are making ends meet, though not without some difficulty; most colleges and universities have had trouble recruiting sufficient numbers of students. As a rule, the institutions that attracted more students increased their expenditures for instruction per student at a slower rate than those that lost students. In both public and private sectors, the institutions that have been losing students most rapidly have raised their tuition most rapidly; this threatens private enrollment more than public. Most savings have been made at the expense of teaching and professional staffs, whose salaries failed to keep up with the cost of living. Under most circumstances, there is likely to be a hairbreadth balance between expenditures and revenues in both the public and private sectors in 1980. By 1985, unless private enrollment declines, non-state supported schools are likely to face deficits in their instructional account, and the public sector books are likely to balance without any unusual effort. Serious problems are anticipated for some institutions. (Author/MSE)

**ED 154 678 HE 009 950**

Gritzmacher, Glenn S.

**The Doctor of Arts Degree: A Bibliography of Dissertations Written for the Degree Through 1977.**

Illinois State Univ., Normal.

Pub Date May 78

Note—132p.; Not available in hard copy due to marginal reproducibility of original

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Bibliographic

\*Bibliographies, \*Doctoral Theses, \*Doctor of Arts Degrees, \*Graduate Study, Higher Education, Indexes (Locators), \*Reference Materials Identifiers—\*University of Michigan

A chronological listing of 402 Doctor of Arts dissertations (including one duplicate) supplemented by 11 more titles is provided in this bibliography. This is followed by a list of 41 A.D.'s for the University of Michigan. An index to citations and totals by subject area is included. Tabulation of totals by school (24) and subject area is also provided. (SPG)

**ED 154 679 HE 009 951**

Gilford, Dorothy M.

**Doctorate Recipients from United States Universities. Summary Report 1977.**

National Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.; National Institutes of Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Feb 78

Contract—NSF-C310

Note—38p.; Parts may be marginally legible due to small print; Best copy available

Available from—National Academy of Sciences - National Research Council, Commission on Human Resources, Washington, D.C.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Annual Reports, Chemistry, Classical Literature, College Majors, \*Doctoral Degrees, Engineering, Entomology, Females, Geography, German, \*Graduate Study, Higher Education, Mathematics, \*National Surveys, Physics, Post Doctoral Education, \*Statistical Data, Tables (Data), \*Trend Analysis, Zoology

A brief summary of data gathered from the Survey of Earned Doctorates during the academic year 1976-1977 is presented in this, the eleventh in a series of yearly summaries of data, a series that began in 1967. Data was obtained from questionnaires filled out by the graduates as they completed all requirements for their doctoral degrees, and refers to doctorates earned during the period July 1, 1976 to June 30, 1977, exclusive of professional degrees such as the M.D., D.D.S. and D.V.M. Statistics show that the 31,672 doctorates awarded by U.S. universities in 1977 was a 3.8 percent decrease from the 1976 figure of 32,936. In an analysis of 10 selected fields, graduate programs in mathematics, physics, chemistry, electrical engineering, zoology, and German rated as distinguished in earlier studies showed smaller percentage decrease in numbers of Ph.D.'s than programs with lower ratings. This was not true in mechanical engineering, entomology, geography and the classics. The number of doctorates awarded to men decreased by 5.6 percent from 25,253 in 1976 to 23,827 in 1977 while the number of doctorates awarded to women increased by 2.1 percent from 7,683 in 1976 to 7,845. It is also shown that the proportion of Ph.D.'s still seeking postdoctoral study at time of Ph.D. increased from 4.4 percent in 1976 to 4.8 percent in 1977 and the proportion of Ph.D.'s still seeking employment at time of Ph.D. in 1977 was 21.3 percent, unchanged from 1976. (SPG)

**ED 154 680 HE 009 952**

Jensen, Richard W.

**Small Liberal Arts Colleges: Diversity at the Crossroads? AAHE-ERIC/Higher Education Research Report No. 4, 1978.**

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—American Association for Higher Education, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 78

Note—63p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. (\$4.00)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Access to Education, \*College Role, Educational Demand, Educational Economics, Educational History, \*Financial Problems, Government Role, \*Higher Education, \*Institutional Characteristics, Leadership, \*Liberal Arts, \*Private Colleges, \*Small Colleges



Identifiers—Information Analysis Products,  
\*Institutional Renewal

The changes that small liberal arts colleges have undergone are discussed in this monograph in terms of their past, present, and future roles in society. The first section looks at these colleges in the colonial context and shows how they were altered by specialization, secularization, the rise of science and empirical research, and by an increasing stress on the vocational intent of higher education. The second section defines the population of small, private, less selective liberal arts colleges by drawing on the Carnegie Classification system. The third section develops a profile of these colleges. The fiscal crisis is discussed in the fourth section, using extensive literature on the financing of higher education. The fifth section develops a picture of the contribution these colleges have made to American higher education, and illustrates these contributions with some brief notes on the current activities of several small, private liberal arts colleges. Finally, the condition of these colleges is examined in the context of possible or necessary action by the institution, the state, and the federal government. (Author/SPG)

ED 154 681 HE 009 953

Sherman, Charles R. McShane, Michael G.  
Research and Primary Care: Two Dimensions of  
Preference in Medical School Admissions. Final  
Report.

Association of American Medical Colleges,  
Washington, D. C.

Spons Agency—Health Resources Administration  
(DHEW/PHS), Bethesda, Md. Bureau of  
Health Manpower.

Pub Date Jan 78  
Contract—231-76-0011

Note—38p.; Some pages may not reproduce well  
Available from—Association of American Medical  
Colleges, One Dupont Circle, N.W.,  
Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Cluster Analysis, Higher Education,  
\*Institutional Characteristics, Medical  
Education, \*Medical Research, \*Medical  
Schools, \*Medical Students, Models, Multi-  
dimensional Scaling, \*Primary Health Care,  
Specialization

This study is an attempt to model the similarities of 84 medical schools with respect to their orientations toward applicants qualified for research and applicants interested in delivering primary care or locating in non-urban settings. These characteristics are defined in 17 institutional variables. The patterns of institutional similarity are described by two modeling techniques: cluster analysis and multidimensional scaling. Multidimensional scaling confirmed that there were essentially two dimensions of difference among medical schools with respect to the 17 variables studied. It appears that there are fewer medical schools with preference for research-oriented students with goals to provide health care directly to patients and in geographic areas currently underserved. Cluster analysis identified four groups of schools as characteristically different from one another. Subsequent analysis of data for schools in each group served to identify each group's distinguishing attributes. Research-oriented schools appear to form a distinct class of institutions. Other schools form three classes according to the degree of their preference for students oriented toward primary care service. A simultaneous presentation of the scaling and clustering models provides the most complete picture of medical school similarities with respect to preferences for students who would provide medical services directly through primary care delivery or indirectly through medical research. (SPG)

ED 154 682 HE 009 954

Mantovani, Richard E.  
Studies of Medical Student Financing: Trends in  
Medical Student Financing, 1973-74 Through  
1975-76. Final Report.

Association of American Medical Colleges,  
Washington, D. C.

Spons Agency—Health Resources Administration  
(DHEW/PHS), Bethesda, Md. Bureau of  
Health Manpower.

Pub Date Jan 78  
Contract—231-76-0011

Note—94p.; Some pages may not reproduce well  
Available from—Association of American Medical  
Colleges, One Dupont Circle, N.W.,  
Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*Family Income, \*Financial Needs,  
Financial Support, Higher Education, Medical  
Education, \*Medical Students, \*Scholarships,  
Statistical Data, \*Student Financial Aid, Student  
Loan Programs, Student Needs, \*Tuition  
Identifiers—National Health Service Corps  
Scholarship Program, Public Health Service

Trends in medical student financing from 1973-74, when the Public Health Service and National Health Service Corps (PH/NHSC) scholarship and the Armed Forces Health Professions scholarship programs were created, to 1975-76 are investigated. Major variables in the study include specific sources of student assistance, tuition rates, and gross parental or family income. The analysis focuses on gross relationship between student assistance, family income and tuition rates for groups of schools differentiated by other control (private/public) and tuitions. It was found that despite the decrease in funds from the Health Professional Loan and Scholarship programs, the total financial needs of medical students in most schools were met to the same or to a slightly lesser degree in 1975-1976 than in 1973-1974. In high-tuition public schools and in private schools with tuitions ranging from \$2,501 to \$3,000, however, the growth in financial aid need was substantially unmet by financial aid resources. The major factors that determined how well these schools, as well as other schools, met their needs include: (1) the degree to which the school's financial aid needs increased during the period; (2) the extent to which the school suffered from a decline in certain sources of funding, particularly the Health Professions Loan and Scholarship programs; (3) the degree to which schools were able to use other sources of funding, particularly their own funds and guaranteed bank loans; and (4) the extent to which the PH/NHSC and the Armed Forces scholarships were directed to needy students. (Author/SPG)

ED 154 683 HE 009 955

Sherman, Charles R.

A Third Exploratory Analysis of the Relations  
Among Institutional Variables: A Study of Institutional Preferences in Medical Student  
Admissions. Final Report.

Association of American Medical Colleges,  
Washington, D. C.

Spons Agency—Health Resources Administration  
(DHEW/PHS), Bethesda, Md. Bureau of  
Health Manpower.

Pub Date Jan 78  
Contract—231-76-0011

Note—40p.; Table 2 may not reproduce well  
Available from—Association of American Medical  
Colleges, One Dupont Circle, N.W.,  
Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Admission Criteria, \*College Choice,  
Componential Analysis, \*Factor Analysis,  
Higher Education, \*Institutional Characteristics,  
Matrices, Medical Education, \*Medical Schools,  
Medical Students, \*Research

An exploratory factor analysis is used in the study of institutional preferences in medical student admissions. Sources and mathematical derivations of 58 institutional variables are presented. Most of the measures describe attributes related to the admission process. The remainder were selected to represent other dimensions along which medical schools have been observed to vary. The data for 86 established schools were submitted to principal component analysis. From several resulting factor patterns, the most interesting pattern is reported and interpreted. The analysis is exploratory in nature, designed to enhance understanding of new data and their potential usefulness for developing and testing hypothesis concerning institutional variation in admissions preferences. Abbreviations used in variable labels and interpretation of the factor pattern matrix are included in the appendices. (SPG)

ED 154 684 HE 009 956

Dube, W. F.

Descriptive Study of Enrolled Medical Students,  
1976-77. Final Report.

Association of American Medical Colleges,  
Washington, D. C.

Spons Agency—Health Resources Administration  
(DHEW/PHS), Bethesda, Md. Bureau of  
Health Manpower.

Pub Date Feb 78  
Contract—231-76-0011

Note—123p.; Some pages may not reproduce well; Best copy available

Available from—Association of American Medical  
Colleges, One Dupont Circle, N.W.,  
Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Academic Ability, Degrees (Titles),  
Demography, \*Enrollment, Enrollment Rate,  
Family Income, Females, Higher Education,  
\*Medical Education, Medical Schools,  
\*Medical Students, Parental Background, Racial  
Composition, \*Socioeconomic Status,  
Statistical Data, \*Student Characteristics, Tables  
(Data)

The overall composition of medical student enrollments and the distribution of their academic and demographic characteristics in 1976-1977 is examined and described. Most enrollment totals and background variables are presented by class level (first, intermediate, and final years) and type of control of medical school (public or private). It is shown that in 1976-1977, the nation's 116 medical schools enrolled a record high of 58,000 students, a gain of 4 percent over 1975-1976. Differences in class compositions by sex between 1976-1977 freshmen and seniors showed proportionally more first-year than final-year women (25 versus 19 percent) and proportionally more final year than first-year men (82 versus 75 percent). About 90 percent of all 1976-1977 medical students held at least a bachelor's degree, 7 percent also had master's degrees, and 2 percent doctorates. Eighty-five percent of all 1976-1977 medical students were white/Caucasian and 15 percent described themselves as minorities. Parental income reports reflected an upward trend and more than two-thirds (68 percent) of the fathers of all 1976-1977 medical students had professional/managerial occupations. The appendix contains tables showing the percentage distribution of U.S. medical students by selected variables and racial/ethnic categories, by control of school, 1976-1977 and distribution of medical students by selected variables, 1975-1976 versus 1976-1977. (SPG)

ED 154 685 HE 009 957

Linhart, Cynthia A. Yeager, John L.

A Review of Selected State Budget Formulas for  
the Support of Postsecondary Educational Institutions.

Pittsburgh Univ., Pa. Office of Univ. Planning.  
Pub Date Feb 78

Note—121p.; Tables may be marginally legible due to print quality

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—\*Budgeting, Calculation, Community Colleges, \*Higher Education, Institutional Research, National Programs, Research Projects, \*Resource Allocations, \*State Colleges, \*Statewide Planning

Identifiers—\*Formula Budgeting, \*Pennsylvania  
Formula budgeting procedures used in several states for allocating resources to public institutions of higher education are reviewed and criteria to be considered in developing a formula budget for public institutions in Pennsylvania is recommended in this report. Section 1 summarizes the history of formula budgeting in Pennsylvania. Section 2 reviews the use of formula budgeting procedures nationally and discusses the advantages and disadvantages of these procedures. Further it reviews the philosophy, rationale, and components that are considered in different types of formulas. Section 3 provides a description of the various types of formulas that have been, currently exist, or are proposed by 10 different states: Alabama, Louisiana, New Mexico, Ohio, Oklahoma, Tennessee, Texas, Virginia, and Washington. Section 4 reviews the process employed by three states, California, Illinois, and Texas, in the development and maintenance of formula budgeting and problems associated with this process. Finally, Section 5 presents a set of recommendations concerning the major components that should be considered in the development of formula budgets for state-owned, state-related, and community college sectors of the Pennsylvania system of higher education. The appendix provides a summary of each formula used and provides a technical description of the formula budget of each state. (Author)

ED 154 686 HE 009 958

Spies, Richard R.

The Effect of Rising Costs on College Choice. A  
Study of the Application Decisions of High-  
Ability Students.

Princeton Univ., N.J.  
Spons Agency—College Entrance Examination Board, Princeton, N.J.  
Pub Date 78  
Note—82p.

Available from—College Board Publication Orders, Box 2815, Princeton, N.J. 08541  
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Ability, Access to Education, \*College Bound Students, \*College Choice, College Students, Educational Quality, Family Income, \*Financial Problems, Higher Education, Models, Statistical Analysis, \*Student Application, Student Characteristics, \*Student Costs, \*Surveys, Tuition

Identifiers—College Applicants

Focusing primarily on students with above-average ability, this study tries to measure the extent to which these students, or subgroups of them, are discouraged from applying to high-price institutions by purely financial considerations. Questionnaires were developed and mailed to approximately 8,000 students selected randomly from the list of students who had taken the PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test) and were entering college for the first time in the fall of 1976. Of the more than 2,800 questionnaires returned, 2,545 were used. A general model was used to explain why students in particular income/ability categories apply to institutions in given price/selectivity groupings. More specific models were developed to explain how individual students decide whether to apply to a particular group of institutions, using academic ability, family income, and other characteristics of the student as explanatory variables. Results show that students with above-average academic ability are less affected by the higher price of independent higher education than they are by their perceptions of the academic reputation of the institution. It was found that these conclusions generally apply to the different subgroups of students as well as the group as a whole. The appendices contain the regression results, a description of the analytical techniques, the survey questionnaire, and a list of the geographical regions covered by the survey. (SPG)

ED 154 687 HE 009 959

Weislogel, Louis F.

A Survey of Student Alcohol Use at West Chester State College—Societal Factors.

Pub Date Apr 78

Note—65p.; A practicum presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Age, \*Alcoholic Beverages, \*College Students, \*Drinking, Higher Education, Resident Students, \*School Surveys, Sex Differences, Socially Deviant Behavior, \*Student Behavior

Identifiers—\*West Chester State College PA

Patterns of alcohol usage and related behavior of students at West Chester State College were determined from a survey of 177 resident students enrolled during the 1978 spring semester. A 34-item questionnaire was used and drinking patterns in terms of preference, frequency, and amount were statistically analyzed in relationship to sex and class standing. Age of initial contact with alcohol, reasons for drinking, and behavioral results of alcohol abuse were studied. Results show that 90 percent of the students used alcohol. There were no sex differences concerning use and non-use. Males preferred beer, while females chose wine or liquor. Men started to drink earlier and in greater amounts per sitting than females. No significant differences between class standing and the usage of alcohol were found. Reasons given for using alcohol were to enhance sociability, relieve anxiety or fatigue, and for the taste. Findings indicate that alcohol abuse led to illness and accidents for more than half the students sampled and resulted in interpersonal conflicts, trouble with the law, and interference with study and class attendance. (Author/SPG)

ED 154 688 HE 009 960

Johnson, Robert A.

A Model for Projecting Tenure Proportions and Faculty Flow.

Alcorn State Univ., Lorman, Miss.

Pub Date 78

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Policy, Calculation, \*College Faculty, \*Faculty Mobility, Faculty Promotion, Higher Education, Institutional Research, \*Models, Professors, Research Projects, Teacher Retirement, \*Tenure

A model for projecting the flow of faculty as a result of various decisions related to tenure is presented. This model uses the proposition that future tenure proportions are determined by additions and departures from the tenured and untenured faculties. Its most basic assumption is that the rates of these additions and departures will remain constant throughout the proposed projection period. It is pointed out that the rates used in the model, which are based on the institution's past practices, such as retirement age, can be altered to test the effects of the adoption of new policies. However, some variables, especially the rate of departure through resigning, are more dependent on forces outside the university. A schematic representation of the model is provided. (SPG)

ED 154 689 HE 009 961

Sedivy, Robert R.

MACUHO (Mid-Atlantic Association of College and University Housing Officers) Research and Information Rate and Occupancy Survey III.

Loyola Coll., Baltimore, Md.

Pub Date 77

Note—12p.

Available from—Robert R. Sedivy, Loyola College, Baltimore, Md. 21210

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*College Housing, Comparative Statistics, \*Dormitories, Food, \*Geographic Regions, Higher Education, \*Noninstructional Student Costs, \*Resident Students, Statistical Data, \*Surveys

Identifiers—Mid Atlantic Region

A third annual study, involving 107 higher education institutions (39 public, 68 private) was conducted to determine rate and occupancy trends in housing operations of the Middle Atlantic Region. Each responding institution was asked to state its basic nine-month double-room rate or to compute an average rate if they have more than one. It is shown that the room rate has increased steadily for each of the three years of the study from \$646 in 1975 to \$736 in 1977. The highest rates appear in the District of Columbia; the lowest, in West Virginia. A decline in cleaning and linen services provided during the academic year is reported. In response to questions related to the nine-month board rate for their most heavily enrolled meal plan, institutions show an increase in rates overall from \$704 in Fall 1976 to \$753 in Fall 1977, with the 21 meals-per-week plan being the most common in the Mid-Atlantic Region. It is also reported that the occupancy rate for men's halls overall is 95.17 percent; for women's halls, 96.08 percent; for coed halls, 97.40 percent; and for all halls combined, 96.40 percent. (SPG)

ED 154 690 HE 009 962

Boyer, Ernest L.

The Shaping of an Educated Heart.

Pub Date Apr 78

Note—18p.; Address made by the U.S. Commissioner of Education at Beloit College (Wisconsin) commencement exercises

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*College Role, Decision Making, Ethical Instruction, \*Higher Education, Humanism, \*Humanistic Education, \*Liberal Arts, \*Moral Values, Speeches, Values

This commencement address stresses three obligations that colleges and universities must assume to strengthen the intellectual and moral fiber of the United States: (1) colleges underscore the unity of life on earth; (2) a college education must be a truly humanizing experience, a process that stresses the dignity of life and deepens the conviction that people are important; and (3) we must begin to weave into the fabric of education the capacity to make judgments, to form convictions, and to act boldly on the values we hold. (Author/MSE)

ED 154 691 HE 009 963

Agreement Between Temple University of the Commonwealth System of Higher Education and the American Association of University Professors, Temple Chapter, July 1, 1976-June 30, 1980.

Temple Univ., Philadelphia, Pa.

Pub Date 78

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Affirmative Action, \*Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Faculty Workload, Fringe Benefits, Higher Education, Librarians, \*Negotiation Agreements, Teacher Administrator Relationship, Teacher Dismissal, Teacher Promotion, Teacher Retirement, Teacher Salaries, Tenure, \*Unions

Identifiers—American Association of University Professors, Department Chairpersons, \*Temple University PA

The agreement reached between Temple University and the Temple Chapter of the American Association of University Professors (AAUP) is presented. Items covered in the agreement include: recognition; salaries; fringe benefits; workload; tenure procedures; termination of service of faculty; promotion; appointment, promotion, and termination of service of librarians and academic professionals; selection of department chairpersons; and safety and health. Also covered are affirmative action, maintenance of standards, grievance procedures, arbitration procedures, rights of AAUP, rights of Temple, personnel files, and federal wage controls. (SPG)

ED 154 692 HE 009 964

Degrees and Other Formal Awards Conferred—Kentucky College and Universities, 1977.

Kentucky Council on Public Higher Education, Frankfort.

Pub Date 77

Note—73p.; Not available in hard copy due to marginal legibility of original

Available from—Kentucky Council on Higher Education, West Frankfort Office Complex, Frankfort Kentucky 40601

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Associate Degrees, Bachelors Degrees, \*College Graduates, \*Degrees (Titles), Doctoral Degrees, Higher Education, Masters Degrees, Private Colleges, State Colleges, \*State Surveys, \*Statistical Data, \*Tables (Data)

Identifiers—\*Kentucky

A summary of the total associate, baccalaureate, master's and specialist, doctoral and first-professional degrees conferred during the 1976-1977 fiscal year by 57 institutions of higher education in Kentucky is provided. Included are data from nine business colleges, which conferred a total of 2,034 associate degrees and other formal awards, and data from the four graduate and one undergraduate seminaries, which awarded 659 degrees, 27 baccalaureate, 212 master's, 84 doctoral, and 336 first-professional degrees. The figures from these institutions are not included in any summary tables in the report. Degrees and formal awards conferred by state-supported and independent colleges and universities in 1976-1977 totaled 20,780, 3,761 associate degrees and formal awards, 11,304 baccalaureate degrees, 4,688 master's and specialist degrees, 167 doctoral and 860 first-professional degrees awarded. These figures are included in the summary tables. (Author)

ED 154 693 HE 009 965

Alexander, Donald L. Anderson, Roger C.

Zero-Base Budgeting: An Institutional Experience.

Allegany Community Coll., Cumberland, Md.

Pub Date May 78

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Budgeting, \*College Planning, Community Colleges, \*Decision Making, Educational Administration, Educational Finance, \*Financial Policy, Higher Education, Money Management, Operating Expenses, \*Resource Allocations

Identifiers—\*Allegany Community College MD, \*Zero Base Budgeting

Zero-base budgeting as it is used at Allegany College is described. Zero-based budgeting is defined as a budgeting and planning approach that requires the examination of every item in a budget request as if the request were being proposed for the first time. Budgets (decision packages) are first made up for decision units (i.e., a course for the instructional areas of the college) and a specific function or activity for the other areas. Each decision package is reviewed by a program budget manager who then recommends three budget levels (78 percent, 85 percent, and 92 or more percent) to the institutional

dean. Although the dean has no limitation on the funding level of any particular program budget, he has an overall funding limitation for all of his programs of 85 percent of his current area budget. The next and highest level of review is the Budget Development Committee. The dean recommends to the Budget Development Committee his priorities for additional funds for each program. Although there is no limitation on the funding level of any particular program budget, the committee has an overall funding limitation for all institutional programs of 92 percent of the total institutional budget. The strengths and weaknesses of the zero-based system are summarized. (SPG)

**ED 154 694** HE 009 967  
Kauffman, Joseph F. Walker, Donald E.

**The College President: Expectations, Realities, and Myths.**

American Association of State Colleges and Universities, Washington, D.C.

Pub Date Mar 78

Note—14p.; Papers from the 17th annual meeting of the association (December 1977)

Available from—American Association of State Colleges and Universities, One Dupont Circle, Washington, D.C. 20036 (\$0.50)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Administrator Evaluation, Administrator Role, \*Chief Administrators, \*College Administration, \*Governance, Governing Boards, Higher Education, Job Satisfaction, Multicampus Colleges, \*Presidents, Self Actualization, Self Concept, Trustees, \*University Administration, Work Environment

Two speeches are presented: Expectations and Realities for the College President, by Joseph Kauffman, and Myths of the College Presidency, by Donald E. Walker. The first discusses the discrepancies between the expectations and realities in three areas: the relationship with boards of trustees, relations with central administration in the state system, and the ambiguity of success in evaluating college presidents. The second addresses four myths: that if a president could fire ten people his problems would be solved; that one is chosen as president because he is smarter than anyone else around; that the president's survival will be related to his accomplishments; and that the university is inert and would just lie there and do nothing if the president didn't kick it. (MSE)

**ED 154 695** HE 009 968  
**The Contemporary College President: Pressures and Challenges.**

American Association of State Colleges and Universities, Washington, D.C.

Pub Date 77

Note—61p.; Selected papers from the Summer Council of Presidents, 1977

Available from—American Association of State Colleges and Universities, One Dupont Circle, Washington, D.C. 20036 (\$2.25)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Administrator Role, \*Chief Administrators, \*College Administration, Conflict Resolution, Family Involvement, \*Governance, \*Leadership Qualities, Leadership Responsibility, Management, \*Presidents, Retrenchment, \*University Administration

Identifiers—Institutional Renewal  
The papers include: the college president, 25 years ago and now (Henry L. Ashmore); pressures on the presidential family (Clare S. Mackey); strategies for coping (James Bond); remaining an academic leader and being president (Arliss L. Roaden); role of the chief executive in institutional self-renewal (John A. Marvel); on leadership and management in American colleges and universities (James A. Robinson). (MSE)

**ED 154 696** HE 009 971  
Capelle, Jean

**Mobility of Postgraduate Students, Academic Teachers, and Research Workers.**

Council for Cultural Cooperation, Strasbourg (France).

Pub Date 77

Note—89p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Administrative Policy, \*College Graduates, \*Educational Mobility, \*Faculty Mobility, Financial Support, \*Foreign Coun-

tries, Foreign Nationals, Information Dissemination, Language Handicaps, \*Occupational Mobility, \*Researchers, State-wide Planning, Student Mobility

Identifiers—Austria, Belgium, \*Europe, France, Iceland, Italy, Netherlands, Norway, Spain, Sweden, Switzerland, Turkey, United Kingdom, West Germany

A group of European countries cooperated to conduct a two-year Special Project Mobility with the aim of proposing practical ways of improving information and overcoming obstacles to academic mobility after they had been identified. The recommendations are grouped here in five categories: (1) organization and distribution of information; (2) academic and administrative conditions for mobility; (3) reception of foreigners; (4) problems of language; and (5) financial aid. The recommendations are addressed to the appropriate authorities in each of the thirteen countries participating: Austria, Belgium, France, Federal Republic of Germany, Iceland, Italy, the Netherlands, Norway, Spain, Sweden, Switzerland, Turkey, and the United Kingdom. In addition, a monograph is included on the particular conditions in each country. (MSE)

**ED 154 697** HE 009 972  
Ashworth, Kenneth H.

**Coordinating Board, Texas College and University System, 1977 Annual Report.**

Texas Coll. and Univ. System, Austin. Coordinating Board.

Pub Date Aug 77

Note—86p.; Document may reproduce marginally due to background color of paper

Available from—Coordinating Board, Texas College and University System, LBJ Building, P.O. Box 12788, Austin, Texas 78711

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Adult Education, \*Annual Reports, Budgeting, Campus Planning, \*Community Colleges, Educational Finance, Enrollment, \*Governing Boards, Higher Education, State Colleges, \*State Universities, \*Statewide Planning, Student Financial Aid, Student Personnel Services

Identifiers—\*Texas College and University System

The annual report of the Coordinating Board, Texas College and University System for the fiscal year ending August 31, 1977 is presented. An overview of Board activities provides information on institutional authorization, higher education budget requests, institutional units in the College and University System, supply-and-demand career information system, quality controls, college enrollments, student loan program, and cooperation with independent colleges and universities in Texas. Detailed information is provided on the current status and plans of programs related to senior colleges and universities, community colleges and continuing education programs, financial planning, health affairs, student services, campus planning and physical facilities development, and administration. (SPG)

**ED 154 698** HE 009 973  
**Collective Bargaining Agreement By and Between the Administration of Adelphi University and Adelphi University Chapter, American Association of University Professors.**

Adelphi Univ., Garden City, N.Y.

Pub Date Sep 76

Note—26p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Academic Freedom, Affirmative Action, \*Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Faculty Workload, Fringe Benefits, Governance, Grievance Procedures, Higher Education, \*Negotiation Agreements, Part Time Teachers, Released Time, Teacher Salaries, \*Unions

Identifiers—\*Adelphi University NY, American Association of University Professors

The collective bargaining agreement reached between Adelphi University and the Adelphi University Chapter of the American Association of University Professors (AAUP) is presented. Items covered in the agreement include: recognition of AAUP as the bargaining unit representing full and part-time faculty; personnel plan and governance procedures; affirmative action and academic freedom; grievance and arbitration; compensation; fringe benefits; released time; faculty information, facilities, and privileges; and workload. The appendices contain the National

Labor Relations Board Certification of Representative and the School of Social Work Workload. (SPG)

**ED 154 699** HE 009 974  
**Collective Bargaining Agreement Between University of Delaware and American Association of University Professors, University of Delaware Chapter.**

Delaware Univ., Newark.

Pub Date Dec 77

Note—38p.; Appendices may not reproduce well due to marginal legibility of original document

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Affirmative Action, \*Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Equal Opportunities (Jobs), Faculty Workload, Fringe Benefits, Grievance Procedures, Higher Education, \*Negotiation Agreements, Teacher Salaries, \*Unions

Identifiers—American Association of University Professors, \*University of Delaware

The collective bargaining agreement between the University of Delaware and the University of Delaware Chapter of the American Association of University Professors (AAUP) is presented. Items covered in this agreement include: recognition of AAUP as the bargaining representative, AAUP membership, representatives, and privileges; grievance procedure; personnel benefits; nondiscrimination; faculty workload; and salaries. Also included is an article on the maintenance of university practices related to hours, sick leave, vacations, appointment, reappointment, promotion, tenure, dismissal, termination, suspension, evaluation, sabbatical leave and other items not specifically covered by the terms of the agreement. (SPG)

**ED 154 700** HE 009 975  
Burns, Gerald P.

**The Principles of Leadership.**

Our Lady of the Lake Univ., San Antonio, Tex.

Pub Date Apr 78

Note—72p.

Available from—Director of Public Relations, Our Lady of the Lake University of San Antonio, 411 SW 24th Street, San Antonio, Texas 78285 (\$2.00)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Bibliographies, \*Futures (of Society), \*Informal Leadership, \*Leadership, \*Leadership Qualities, \*Leadership Responsibility, Rewards, Theories, World History

The primary but not exclusive concern in this monograph is the principles and qualities of dynamic leaders of people rather than of ideas or cultural and artistic pursuits. Theories of leadership in the past, present, and future are discussed, as are the principles, rewards, exercise, and philosophy of leadership. A bibliography is included. (MSE)

**ED 154 701** HE 009 977  
**Agreement Between Wayne State University and The Wayne State University Chapter of the American Association of University Professors, July 1, 1976 to June 30, 1978.**

Wayne State Univ., Detroit, Mich.

Pub Date Jul 76

Note—77p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Affirmative Action, \*Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Fringe Benefits, Governance, Grievance Procedures, Higher Education, Job Layoff, Leave of Absence, \*Negotiation Agreements, Part Time Teachers, Student Evaluation of Teacher Performance, Teacher Promotion, Teacher Retirement, Teacher Salaries, Tenure, Tuition, \*Unions

Identifiers—American Association of University Professors, Compensation, \*Wayne State University

The collective bargaining agreement between Wayne State University and the Wayne State University Chapter of the American Association of University Professors (AAUP) is presented. Items covered in the agreement include: recognition and description of the bargaining unit; personnel classification; administration rights; AAUP rights and privileges; nondiscrimination; layoff and recall procedures; compensation including salary and fringe benefits; leaves of absence; fractional-time employees; and grievance procedures. Also covered are term appointments; tenure procedures; review of professional duties; personnel files; research awards and educational



development grants; department and college by-laws; tuition refund for academic staff; student evaluation of faculty teaching; university-wide committees; and budget advisory committees. (SPG)

**ED 154 702** HE 009 978

*Piper, David Warren* Glatter, Ron  
**The Changing University: A Report on the Staff Development in Universities Programme 1972/4.**

Pub Date Jun 78

Note—410p.

Available from—Humanities Press, Inc., Atlantic Highlands, N.J. 07716 (\$26.50)

**Document Not Available from EDRS.**

Descriptors—Case Studies, Continuous Learning, Curriculum Development, \*Educational Change, Educational Technology, Faculty Development, \*Foreign Countries, \*Futures (of Society), \*Higher Education, \*Manpower Development, Program Descriptions, Resource Allocations, \*Staff Improvement, Womens Studies

The Staff Development in Universities program is a general title covering a variety of activities from fifty British universities and university colleges; each group attempted to develop the readiness of university staff to grasp the opportunities and cope with the problems facing higher education in the years ahead. The program ran from October 1972 to October 1974. The report has three parts: the first discusses the background and operation of the program in detail; the second part is a collection of papers on related topics (including lifelong education, educational reform, educational technology, women's studies, resource allocation, and curriculum development); and part three contains program materials and case studies. (MSE)

**ED 154 703** HE 009 979

*Grant, Gerald* Riesman, David

**The Perpetual Dream. Reform and Experiment in the American College.**

Pub Date Apr 78

Note—480p.

Available from—University of Chicago Press, 5801 S. Ellis Avenue, Chicago, Illinois 60637 (\$15.00)

**Document Not Available from EDRS.**

Descriptors—\*College Role, \*Educational Change, \*Educational Sociology, \*Higher Education, Political Influences, \*Social Influences, State Colleges, \*Undergraduate Study

Evaluated is a decade of campus experiments that began in the 1960's, as volatile a period of college reform as the country has ever witnessed. An overview is provided of the diversity of undergraduate education in the United States, and two general types of changes are identified: telic reforms, which redefine the goals of higher education, and popular reforms initiated in response to specific social and political developments. Three colleges that underwent telic reforms are highlighted: St. John's College, Kresge College; and the College for Human Services. Three illustrations of popular reform are made in the New College in Florida, the University of California at Santa Cruz, and the state colleges in New Jersey. (MSE)

**ED 154 704** HE 009 980

*Dickey, John Sloan*

**The Dartmouth Experience.**

Pub Date 78

Note—321p.

Available from—The University Press of New England, P. O. Box 979, Hanover, New Hampshire 03755 (\$12.50)

**Document Not Available from EDRS.**

Descriptors—\*Educational History, \*Graduation, Higher Education, \*Presidents, \*Private Colleges, \*Speeches

Identifiers—\*Dartmouth College NH

Contains the convocation addresses delivered by former Dartmouth College president John Sloan Dickey at the annual exercises opening the college, valedictories to the graduating classes, and selected honorary degree citations. In addition, his Dartmouth Night talk of 1945 and his 1969 Charter Day remarks are presented. (MSE)

**ED 154 705** HE 009 982

**Collective Bargaining Agreement Between State College American Association of University Professors and Board of Trustees for the Connecticut State Colleges.**

Pub Date Apr 77

Note—73p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Academic Freedom, Affirmative Action, \*Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Counselors, Energy Conservation, Faculty Evaluation, Faculty Workload, Fringe Benefits, Governance, Grievance Procedures, Higher Education, Librarians, \*Negotiation Agreements, Summer Schools, Teacher Retirement, Teacher Salaries, Tenure, Travel, \*Unions

Identifiers—American Association of University Professors, Compensation, \*Connecticut State Colleges

The collective bargaining agreement between the Connecticut State College American Association of University Professors, Inc. (CSU-AAUP) and the Board of Trustees of the Connecticut State Colleges (Central Connecticut State College, Eastern Connecticut State College, Southern Connecticut State College; and Western Connecticut State College) is presented. Items covered in the agreement include: recognition of SCU-AAUP; non-discrimination; professional rights and responsibilities such as tenure, academic freedom, appointments and faculty evaluation; faculty participation procedures; counselors; librarians; working conditions; workload; summer school and intersession; compensation; and leaves and fringe benefits. Also covered are: travel and energy conservation; grievance procedure; termination; and research. The appendices contain samples of the letter of an appointment and tenure letter, and a grievance form. (SPG)

**ED 154 706** HE 009 983

*Tilton, Betty* Turrissi, Ilona

**The Impact of Fee Schedule on Student Credit Hour Load.**

Florida State Univ., Tallahassee.

Pub Date 78

Note—27p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—College Students, \*Credit Courses, \*Fees, Higher Education, Institutional Research, Research Projects, \*Scheduling, \*Student Costs, \*Unit Costs

The impact of changing fee schedules at Florida State University on average student loads is examined. The two types of schedules used in the study are the pre-credit-hour fee schedule and block fee schedule (set amount for full-time students regardless of number of hours). The major variables considered in the study are student level and credit hour load. A change in fee schedule (from block fee to credit hour fee) effects an irreversible change in student course loads. Examination of average student loads by level of student indicates that the average load decreases under the credit hour fee schedule. Tracking of the same students from one year to the next, however, produces a less drastic change. Thus students who entered the university under the block fee system tend to carry higher loads throughout their university career than do those who entered under the credit hour fee system. With the possibility of returning to a modified block system at hand, a survey of student preference was taken. In general, students indicated that personal preference rather than cost dictated the number of hours they carried. An overwhelming majority were satisfied with their progress toward completion of their degrees. Of the students expressing a preference for a fee schedule, only 52 percent preferred the block type versus 48 percent who preferred the current credit hour schedule. (Author/LBH)

**ED 154 707** HE 009 984

*Garner, Alan, Ed.* And Others

**Paraprofessionals in Education Today.**

Pub Date 77

Note—256p.

Available from—Human Sciences Press, 72 Fifth Avenue, New York, NY 10011

**Document Not Available from EDRS.**

Descriptors—Career Opportunities, Elementary Secondary Education, \*Employment Programs, \*Federal Legislation, Handicapped Children, Higher Education, \*Job Training, \*Paraprofessional Personnel, \*Paraprofessional School Personnel, Preschool Education, Reading Programs, Student Personnel Services, Student Personnel Work

Identifiers—Career Opportunities Program, City University of New York NY, Minneapolis Public Schools MN, Project Head Start

Included are articles on the Education Professions Development Act, an inside perspective (Don Davies); paraprofessionals in education for handicapped children (Mary-Beth Fafard, Musette El-Mohammed, Alan Gartner, Gina Schuster); paraprofessionals in preschool program, especially Project Head Start (A. Carla Drije); the paraprofessional in follow through (Garda W. Bowman); paraprofessional in reading programs (Valerie Gilford); a decade of paraprofessional programs in the Minneapolis Public Schools (Alan Sweet); the paraprofessional as a member of the college guidance team (Ursula Delworth, William F. Brown); the new students at the City University of New York, and how they are faring (Raymond Murphy); the Career Opportunities Program (William Thomas Carter); and an analysis and perspective (Arthur Pearl). (MSE)

**ED 154 708** HE 009 985

*Barendsen, Robert D.*

**Higher Educational Institutions in Taiwan. Bulletin 1966, No. 18.**

Office of Education (DHEW), Washington, D.C.

Report No—OE-14122

Pub Date 66

Note—37p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Academic Education, \*Comparative Education, Degrees (Titles), Educational Complexes, \*Foreign Countries, \*Higher Education, Intellectual Disciplines, \*Universities

Identifiers—\*Formosa

The institutional structure of higher education in Taiwan today is outlined and an up-to-date picture of the status of higher educational institutions on the island is presented. As of 1964-65, Taiwan had 55 recognized institutions of higher education comprised of 42 civilian colleges and 13 additional institutions operating under the auspices of military and police authorities. These institutions of higher education are classified by type and control. This is followed by a discussion of the major academic subdivisions, programs of study, and degrees offered. A comprehensive list of degree-granting institutions of higher education in Taiwan, containing information on their major academic subdivisions, the length of the various courses they offer, the degrees they confer, and other descriptive data is presented in the appendix. (SPG)

**ED 154 709** HE 009 987

*Gappa, Judith M.*

**Improving Equity in Postsecondary Education.**

**New Directions for Leadership. A Report on the Equity Workshop held at Keystone, Colorado, on July 17-20, 1977.**

National Inst. of Education (DHEW), Washington, D.C.; Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Pub Date Dec 77

Contract—400-77-0004

Note—57p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Access to Education, College Students, \*Conference Reports, \*Educational Responsibility, Employment Practices, \*Equal Education, \*Equal Opportunities (Jobs), Justice, \*Leadership, \*Post Secondary Education, Research Needs, Social Responsibility, Workshops

Identifiers—\*Equity

This final report of a workshop on equity in postsecondary education (PSE) is divided into two sections. Part I discusses the current status of equity in PSE by describing the evolution of an equity definition, specific issues regarding student access and treatment, current employment patterns in PSE, the relationship of equity to other PSE goals and objectives, the relationship of PSE to the larger society with regard to its responsibility for equity and past and continuing efforts. The final section of Part I summarizes conclusions about the current status of equity in PSE and the range of issues embraced by the term equity. Part II provides a projection of possible new directions for research and leadership to take. New directions for achieving equity are suggested in the areas of leadership; communication and understanding; legislation; research; actions

for institutions, individuals, and organizations; and the role and responsibility of PSE to the larger society. (Author/SPG)

**ED 154 710** HE 009 989  
**Illinois State University Kellogg Project.**  
 Illinois State Univ., Normal; Kellogg Foundation,  
 Battle Creek, Mich.  
 Pub Date Mar 78  
 Note—8p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—College Faculty, Curriculum Development, \*Faculty Development, Higher Education, \*Inservice Teacher Education, \*Teacher Centers, Training, Workshops  
 Identifiers—Department Chairpersons, \*Illinois State University, \*Kellogg Project

The two centers, the Teaching-Learning Center and the Professional Development Center, of the Kellogg Project are described. They are designed to support Illinois State University faculty in teaching and career development. The two centers have separate directors and their own program of responsibility, but also function in an interdependent way as the Kellogg Project in sponsoring and conducting training and informational programs for members of the faculty and departmental chairpersons. Current programs include a series of sessions focusing on organizational development with department chairpersons, and work with the chairperson, program leaders, and faculty of a large department in long-range planning for curriculum development and improved utilization of human resources. (Author/SPG)

**ED 154 711** HE 009 997  
**Self Study in Progress Report.**  
 Union for Experimenting Colleges and Universities, Yellow Springs, Ohio.  
 Pub Date Dec 77  
 Note—144p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**  
 Descriptors—College Administration, College Faculty, \*Educational Alternatives, \*Educational Innovation, Educational Quality, \*External Degree Programs, Financial Support, Governance, Graduate Study, Higher Education, \*Individualized Curriculum, \*Individualized Programs, Institutional Research, Post Secondary Education, Program Evaluation, Program Planning, Quality Control  
 Identifiers—\*Institutional Evaluation

The Union for Experimenting Colleges and Universities (UECU) was developed as an alternative form of postsecondary education, fostering the development of university without walls programs at a number of institutions and initiating its own undergraduate and graduate degree programs. Its commitment is to personalized, self-directed, lifelong learning. The present self-study was initiated in 1976, and the report discusses the UECU in transition, the UECU constituency, the learner and the learning process, supporting components (administration, faculty resources, governance, financial resources, and quality assurance system), and plans for the future. (MSE)

**ED 154 712** HE 010 000  
 Collier, Douglas J.  
**Program Classification Structure. Second Edition. Technical Report 106.**

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Finance and Productivity Group.

Pub Date 78  
 Contract—400-77-0004  
 Note—111p.; For related document see ED 060 419; Parts may be marginally legible due to small print

Available from—National Center for Higher Education Management Systems, P. O. Drawer P, Boulder, Colorado 80302

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**  
 Descriptors—Administrative Organization, Ancillary Services, \*Classification, \*College Administration, College Instruction, \*College Programs, \*Institutional Role, Objectives, Physical Facilities, Post Secondary Education, \*Program Planning, Research, Student Financial Aid, Student Personnel Services, \*University Administration

This is the second edition of the 1972 publication of the same title. The Program Classification Structure is a set of categories and related definitions that allows its users to examine the opera-

tions of a postsecondary education institution as they relate to the accomplishment of that institution's objectives. It is a logical framework for arraying information in a hierarchical disaggregation of programs. The structure suggests that nine major programs are carried out by postsecondary institutions in pursuit of their objectives: instruction, research, public service, academic support, student services, institutional administration, physical plant operation, student financial support, and independent operations. This publication explains the structure and acts as a guide for its application. (MSE)

**ED 154 713** HE 010 001  
 Kieft, Raymond N.

**Academic Planning: Four Institutional Case Studies.**

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Finance and Productivity Group.

Pub Date 78

Contract—400-77-0004

Note—152p.

Available from—National Center for Higher Education Management Systems, P. O. Drawer P, Boulder, Colorado 80302

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—Case Studies, \*College Administration, Community Colleges, \*Educational Administration, Higher Education, \*Planning, Private Colleges, \*Program Planning, State Universities, Systems Approach, \*University Administration

Identifiers—Kansas City Metropolitan Community College Dist MO, Villa Maria College PA, Western Washington University, West Virginia University

As part of a project studying intrasystem planning, management, and evaluation, four case studies were undertaken in 1976 of academic planning at Villa Maria College, Kansas City Metropolitan Community College District, West Virginia University, and Western Washington University. The case studies were part of an ongoing project, the development of an Academic Unit Planning Manual, and consist of descriptions of planning systems and activities at each institution. (MSE)

**ED 154 714** HE 010 003  
 Milton, Ohmer And Others

**On College Teaching. A Guide to Contemporary Practices.**

Pub Date 78

Note—423p.

Available from—Jossey-Bass Publishers, 433 California Street, San Francisco, California 94104 (\$13.95)

Document Not Available from EDRS.

Descriptors—Case Studies, \*College Instruction, Computer Assisted Instruction, \*Conventional Instruction, Discussion (Teaching Technique), Feedback, Field Experience Programs, Higher Education, Individualized Instruction, \*Instructional Improvement, \*Instructional Innovation, Lecture, Performance Based Education, Performance Contracts, Simulation, \*Teaching Methods, Teaching Techniques, Testing

Presented are written explanations and critical evaluations of the major teaching practices now being used in undergraduate education. Discussed are both traditional approaches to teaching (lecturing, testing, leading discussions) and new approaches (using a personalized system of instruction, teaching with computers, developing learning contracts, adopting a competency-based approach, building on case studies, running simulation games, overseeing field experiences, and providing feedback). Contributors are: Patricia W. Barnes-McConnell, Robert M. Barry, Alfred Bork, C.C. Carlson, Thomas Clark, John S. Duley, Charles F. Fisher, Audrey D. Landers, Susan M. Markle, Michael J. Rockler, John Satterfield, William S. Schiller, Milton R. Stern, Gary A. Woditsch, and Ohmer Milton. (MSE)

**ED 154 715** HE 010 005  
**The Organization of Graduate Study Within the University. A Policy Statement.**

Council of Graduate Schools in the U.S., Washington, D.C.

Pub Date Dec 76

Note—8p.

Available from—Council of Graduate Schools in the United States, One Dupont Circle, N.W., Suite 740, Washington, DC 20036

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Academic Freedom, \*Administrative Organization, College Faculty, \*College Role, Educational Environment, Educational Quality, \*Governance, \*Graduate Study, \*Guidelines, Higher Education, Teacher Selection

Brief guidelines for effective organization and administration of graduate schools are presented in this policy statement. It is stated that to establish the proper environment for the advancement of learning, a primary responsibility of graduate schools, administrators must provide for: freedom of inquiry and expression, effective academic organization for graduate programs, resources and facilities required for graduate study, and the long and honored tradition of quality in academic scholarship associated with graduate study. Each of these items are summarized, along with specific topics such as the choice of faculty, essential functions of a graduate school (approval of new degree programs, student admission, and recommendations of degree recipients), and basic guidelines for effective governance. (SPG)

**ED 154 716** HE 010 006  
 Feler, Raquel W. Taylor, William T.

**University of Louisville Student Body Profile, Fall 1976. Technical Report TR-78-1.**

Louisville Univ., Ky. Office of Institutional Research and Analytical Studies.

Pub Date Apr 78

Note—84p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Academic Achievement, Admission Criteria, Age, College Housing, College Majors, \*College Students, Commuting Students, \*Ethnic Groups, Females, Financial Support, Geographic Distribution, Grade Point Average, Higher Education, Males, Marital Status, \*Minority Groups, Part Time Jobs, Part Time Students, Resident Students, School Surveys, \*State Universities, Statistical Studies, Student Application, \*Student Characteristics, Student Employment, Tables (Data), Veterans

The student profile consists of numerical data with some analysis, derived from an institution-wide study of student characteristics that may bear upon planning processes, especially for racial and ethnic groups. The data include demographic characteristics (race, sex, age, geographic origin, and resident status), maturational characteristics (marital or veteran status, support source, and employment), enrollment status, housing, on-campus employment, academic characteristics (application type, admission status, academic status, and grade point average), and program-related data (field of study and class or degree level). (MSE)

**ED 154 717** HE 010 013  
**Agreement Between Rhode Island Board of Regents and University of Rhode Island Chapter American Association of University Professors, 1977-1979.**

Rhode Island Univ., Kingston.

Pub Date 77

Note—43p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Academic Freedom, Affirmative Action, \*Arbitration, \*Collective Bargaining, College Deans, \*College Faculty, Consultants, \*Contracts, Faculty Workload, Fringe Benefits, Grievance Procedures, Higher Education, \*Negotiation Agreements, Retrenchment, Student Evaluation of Teacher Performance, Teacher Promotion, Teacher Salaries, Teacher Selection, Tenure, \*Unions  
 Identifiers—American Association of University Professors, Department Chairpersons, \*University of Rhode Island

The agreement reached between the Rhode Island Board of Regents and the University of Rhode Island Chapter of the American Association of University Professors (AAUP) is presented. Items covered in the agreement include: recognition of AAUP; non-discrimination; academic freedom; selection of deans, department chairmen, and faculty members; workload; salaries; fringe benefits; annual review; and promotion process. Also covered are tenure, leaves, outside consultation, and grievance procedure. Appendices contain items on salaries (1977-78 and 1978-79), exceptional salary in-

creases, chairman's supplement, student evaluation of teaching, and retrenchment study committee. (SPG)

**ED 154 718** HE 010 014  
A Plan and a Process for Postsecondary Education in Colorado: Quality and Access, 1978-79 through 1982-83.

Colorado Commission on Higher Education, Denver.

Pub Date Feb 78

Note—334p.

**EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.**

Descriptors—Access to Education, \*Educational Accountability, Educational Objectives, \*Educational Opportunities, \*Educational Planning, Equal Education, \*Master Plans, Planning, Post Secondary Education, \*Statewide Planning  
Identifiers—\*Colorado

This statewide plan for higher education is based on the concepts of a rolling five-year plan, wherein planning occurs constantly five years into the future, concurrent with more immediate ongoing programs and budgeting. It is a formal, statewide planning process. The broad aim of postsecondary education in Colorado is stated: to promote and preserve quality, diversity, accountability, and access, while at the same time enhancing equality of opportunity. The aim is translated into seven goals and twenty specific objectives. (Author/MSE)

**ED 154 719** HE 010 017  
A Statement by Canadian Authorities for the OECD Appraisal of Country Educational Policy Reviews.

Canadian Council of Ministers of Education, Toronto (Ontario).

Pub Date Jan 78

Note—67p.

Available from—Council of Ministers of Education, Canada, 252 Bloor Street West, Suite 5500, Toronto, Ontario M5S 1V5

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Access to Education, \*Educational Policy, \*Foreign Countries, Governance, Growth Patterns, \*Higher Education, National Programs, \*Policy Formation, \*Trend Analysis  
Identifiers—\*Canada

An appraisal of the Country Educational Policy Reviews conducted during November 1973 to December 1975, is presented. The Internal Report, the substance of which is embodied in five regional reports from the Atlantic, Quebec, Ontario, Western, and Federal regions, is summarized. The problems and issues in Canadian education identified in the External Examination and Report are listed. The impact of the review on national policy planning is discussed, including features of the report that evoked negative responses, and developments congruent with but not necessarily related to the report. General comments on the review process are also provided. (SPG)

**ED 154 720** HE 010 018  
McIntosh, Naomi E. And Others  
A Degree of Difference. The Open University of the United Kingdom.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Pub Date 77

Note—345p.

Available from—Praeger Publishers, 200 Park Avenue, New York, N.Y. 10017 (\$5.95)  
Document Not Available from EDRS.

Descriptors—\*Adult Education Programs, Adult Learning, \*Adult Students, \*Educational Alternatives, Educationally Disadvantaged, \*External Degree Programs, \*Foreign Countries, Higher Education, Longitudinal Studies, Questionnaires, School Surveys, Student Characteristics, Student Problems

The present study is the first part of a longitudinal study following the progress of the first generation of Open University students through the university. It concentrates on the initial cohort of students, those entering in 1971. A comprehensive questionnaire was used to collect data, and covered in some detail the students' educational and occupational background, their work and leisure patterns, and their plans. The report provides information on the characteristics of adult students, the problems of independent learning, and the problems of the educationally disadvantaged in Great Britain. (MSE)

**ED 154 721** HE 010 020  
Agreement 1976-1979 Between Rider College and the Rider College Chapter of the American Association of University Professors.

Rider Coll., Trenton, N.J.

Pub Date 76

Note—64p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Academic Freedom, Affirmative Action, \*Athletic Coaches, \*Collective Bargaining, \*College Faculty, College Libraries, Contracts, Faculty Evaluation, Faculty Promotion, Faculty Workload, Fringe Benefits, Grievance Procedures, Job Layoff, Leave of Absence, \*Librarians, \*Negotiation Agreements, Part Time Teachers, \*Personnel Policy, Retirement, Sabbatical Leaves, Salaries, Teacher Dismissal, Teacher Strikes, Technology Transfer, Tenure, Work Environment

This agreement recognizes the American Association of University Professors as the collective bargaining unit for the part- and full-time faculty and some members of the college library and athletic staffs. Covered in the agreement are such matters as non-discrimination, affirmative action, academic freedom, association privileges, promotion, tenure, appointments, dismissal and suspension, department chairmen, governance, personnel files, professional staff, evaluation, past practices, management rights, agency rights, grievance procedures, strikes and lockouts, general work conditions, open classrooms, workloads, outside employment, patent policy, sick leave, professional leave without pay, compensation and fringe benefits, retirement age, separability, length of the contract and future negotiations, and enforceability. (MSE)

**ED 154 722** HE 010 021  
Silver Lake College Planning Procedures Manual.

Silver Lake Coll., Manitowoc, Wis.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Nov 77

Note—93p.

Available from—Campus Core Committee for Planning, Silver Lake College, Manitowoc, Wisconsin 54220

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Administrator Guides, Check Lists, \*College Administration, \*College Planning, \*Educational Objectives, Higher Education, \*Private Colleges, \*Systems Approach

Outlined in detail are the goals of this private college in establishing a formal planning process, and its achievements and future efforts in attaining them. The manual is a checklist of procedures and is based in principle on "An Approach for Improved Planning in Colleges" by Roger G. Schroeder. (MSE)

**ED 154 723** HE 010 030  
Agreement Between Western Michigan University and the W.M.U.A.A.U.P. Chapter, September 26, 1977-August 28, 1978.

Western Michigan Univ., Kalamazoo.

Pub Date Sep 77

Note—81p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Academic Freedom, Administrator Evaluation, Affirmative Action, \*Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Employment Practices, Faculty Evaluation, Fringe Benefits, Governance, Grievance Procedures, Higher Education, \*Negotiation Agreements, Teacher Promotion, Teacher Retirement, Teacher Salaries, Tenure, \*Unions

Identifiers—American Association of University Professors, \*Western Michigan University

The collective bargaining agreement between the Western Michigan University (WMU) and the WMU chapter of the American Association of University Professors (AAUP) is presented. Items covered in the agreement include: recognition of chapter; management and chapter rights; anti-discrimination and affirmative action; personnel files; grievance procedure; academic freedom; appointment and reappointment of faculty; nepotism; promotion policy and procedure; tenure policy; evaluation of professional competence and performance of faculty; faculty evaluation of academic administration; dismissal procedures; faculty participation in departmental governance; student/faculty ratio; and salary. Also covered are: layoff and recall; sabbatical leave policy; leave of absence; additional employ-

ment; retirement; fringe benefits; long-range planning; university calendar; and patents and copyrights. (SPG)

**ED 154 724** HE 010 031  
Agreement Between University of Cincinnati and AAUP, University of Cincinnati Chapter, September 1, 1977 to August 31, 1979.

Cincinnati Univ., Ohio.

Pub Date Sep 77

Note—60p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Academic Freedom, Affirmative Action, \*Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, Faculty Workload, Governance, Grievance Procedures, Higher Education, \*Negotiation Agreements, Part Time Teachers, Released Time, Teacher Dismissal, Teacher Promotion, Teacher Retirement, Teacher Salaries, Tenure, \*Unions

Identifiers—American Association of University Professors, \*University of Cincinnati

The collective bargaining agreement between the University of Cincinnati and the University of Cincinnati Chapter of the American Association of University Professors is presented. Items covered in the agreement include: recognition and description of bargaining unit; academic freedom; non-discrimination; affirmative action plans; academic appointments and tenure; promotion, tenure and reappointment; initial appointments; academic department heads; salaries; workloads; fringe benefits and released time. Also covered are part-time and geographic full-time faculty members, academic leave and special duty assignments, professional and personal leave, grievance procedure, governance of university, and termination. (SPG)

**ED 154 725** HE 010 035  
Non-Residential Graduate Degree Programs. A Policy Statement.

Council of Graduate Schools in the U.S., Washington, D.C.

Pub Date Jun 77

Note—8p.

Available from—Council of Graduate Schools in the United States, One Dupont Circle, N.W., Suite 740, Washington, D.C. 20036

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Accreditation (Institutions), \*Administrative Policy, Degree Requirements, \*External Degree Programs, \*Graduate Study, \*Guidelines, Higher Education, Nontraditional Students, \*State Standards

Policy regarding the quality of external degree programs (i.e., off-campus study, often of a non-traditional nature) leading to graduate degrees is presented. Topics covered include: establishment in each state of more effective procedures for review of off-campus graduate programs; review and evaluation procedures of regional accrediting associations; and responsibilities of institutions establishing external graduate degree programs. (SPG)

**ED 154 726** HE 010 037  
Kaufmann, Walter  
The Future of the Humanities.

Pub Date 77

Note—249p.

Available from—McGraw-Hill, 1221 Avenue of the Americas, New York, N.Y. 10036 (\$8.95)

Document Not Available from EDRS.

Descriptors—Book Reviews, Classical Literature, Cognitive Style, College Curriculum, Doctoral Degrees, Editing, \*Educational Quality, Employment Opportunities, \*Higher Education, \*Humanistic Education, \*Humanities, \*Humanities Instruction, Language Skills, Religion, Translation

The problems of today's system of higher education are evaluated by exploring the failure of colleges and universities to truly educate to cope with our changing world and by explaining why the prospects for doctoral graduates in the arts and humanities are dismal. After analyzing four kinds of minds, the author shows in detail what is wrong with the ways the classics are read; discusses book reviewing, translating, and editing; looks at the place of religion in higher education; and looks at curricula. The primary focus is on "humanity" in education. (MSE)

**ED 154 727** HE 010 038  
Astin, Alexander W.  
Academic Gamesmanship. Student-Oriented Change in Higher Education.



Higher Education Research Inst., Inc., Los Angeles, Calif.  
Pub Date 76  
Note—222p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, NY 10003 (\$18.50)  
Document Not Available from EDRS.

Descriptors—\*Change Strategies, College Administration, College Faculty, Committees, \*Decision Making, \*Educational Change, \*Educational Environment, \*Educational Improvement, Experiments, \*Higher Education, University Administration

The book is based in part on an unusual kind of social experiment whose main purpose was to see if a diverse group of 19 colleges and universities could be stimulated to undertake changes in their policies and programs that would be designed primarily to improve the educational environment for students. The stimulus for change was comprehensive data, previously unavailable, showing the effect each college was having on its students. Many things were discovered about the processes of gamesmanship in academe: how decisions do (and do not) get made, how committees operate, how data are interpreted (and misinterpreted), and how and why faculty members resist change. At the same time, a number of very practical ideas were developed about how to design future change strategies to maximize the chances that constructive change will occur. The experiment and the results are explained in detail. (Author/MSE)

ED 154 728 HE 010 044

Sosdian, Carol P. Sharp, Laure M.  
The External Degree as a Credential: Graduates' Experiences in Employment and Further Study. Bureau of Social Science Research, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date Apr 78

Contract—NIE-R-76-0098

Note—134p.; Some parts may be marginally legible due to print quality

Available from—National Institute of Education, Department of Health, Education, and Welfare, Washington, D.C. 20208

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Associate Degrees, Bachelors Degrees, \*Degrees (Titles), \*Educational Benefits, Employer Attitudes, \*Employment Opportunities, \*Employment Patterns, \*Employment Potential, \*External Degree Programs, Graduate Study, National Surveys, Post Secondary Education

Identifiers—\*Education and Work, \*Florida International University

This is the third and final report resulting from a study of external degree programs and graduates conducted in 1976-77. The present study attempts to answer the basic concern that prompted the study: how useful and valuable are such degrees from the perspective of the graduates themselves? Survey responses from 1,486 program graduates were analyzed, and the results are presented in detail. Addressed are such matters as factors influencing the choice of program, students' initial goals and goal attainment, the negotiability of the external degree in the world of work, education after the external degree, the employer survey, and a comparison of the occupational- and education-related experiences of external and traditional degree graduates of Florida International University. (MSE)

ED 154 729 HE 010 045

Argo, Gerladino And Others  
Institutional Characteristics of U.S. Medical Schools, 1975-76. Final Report.

Association of American Medical Colleges, Washington, D. C.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date May 78

Contract—231-76-0011

Note—306p.

Available from—Division of Operational Studies, Association of American Medical Colleges, One Dupont Circle, Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—Clinics, \*Curriculum, Educational Finance, Facilities, \*Faculty, Higher Education, Hospitals, \*Institutional Characteristics, \*Medical Schools, \*Medical Students, National

Surveys, Private Colleges, Professional Education, Statistical Data, Tables (Data)

Medical schools in the United States are described in terms of their curricula, students, faculty, finances, teaching hospitals, and clinics. The data are derived largely from responses to a questionnaire and from the AAMC student information system. Medical schools are examined by groups of institutions that share some similarity with each other in institutional characteristics: private/public, or established/developing. Information is presented in tabular form, with some narrative. (Author/MSE)

ED 154 730 HE 010 046

Morgan State University Faculty Constitution and By-Laws.

Morgan State Univ., Baltimore, Md.

Pub Date Sep 77

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Freedom, \*Administrative Policy, Administrator Evaluation, \*College Faculty, College Governing Councils, Committees, \*Faculty Organizations, \*Governance, Grievance Procedures, Higher Education, Staff Meetings, Student Teacher Relationship, Teacher Responsibility

Identifiers—Department Chairpersons

The faculty constitution and by-laws covers academic freedom and faculty responsibility, meetings, the faculty senate, faculty-student relations, committees, chairperson and administrator evaluations, adjudication committee, separability, and provision for amendments. (MSE)

ED 154 731 HE 010 047

Volkwein, J. Fredericks

The Effect of Undergraduate S/U Type Grades on Graduate Admissions and on Ontario Award Decisions.

Pub Date Nov 71

Note—18p.; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Admission Criteria, \*Competitive Selection, Departments, \*Grading, \*Graduate Study, Higher Education, \*Pass Fail Grading, State Universities, \*Student Financial Aid

Identifiers—\*State University of New York Albany

The purpose of the present study is to examine the effects of nontraditional satisfactory/unsatisfactory (or pass/fail) grading on graduate admissions and on financial award decisions by surveying each department offering graduate programs at the State University of New York at Albany. Some differential effects of the nontraditional versus traditional grades were found and are summarized. Some data are displayed in tabular form. (MSE)

ED 154 732 HE 010 048

Volkwein, J. Fredericks

Campus Unrest Report.

Pub Date Dec 70

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Activism, Case Studies, \*College Students, Culture Conflict, \*Educational Change, Higher Education, State Universities, \*Student Alienation, \*Student College Relationship, Student Subcultures

Identifiers—\*State University of New York Albany

An administrative review and evaluation of the student unrest of 1969 on the SUNY campus is reported. Students, faculty, and staff members were contacted for the study, which was undertaken in the summer of 1970. One conclusion is that the nature of campus unrest depends on the interaction between two major factors, each with a host of subcomponents: (1) the strength of the new youth counterculture on campus, with subcultures, and (2) the ability of the institution to adapt to this counterculture. Social institutions such as universities must adapt to the interaction between the old and new cultures. (Author/MSE)

ED 154 733 HE 010 049

Volkwein, J. Fredericks

Campus Priorities and Resources. The Decision-Making Process at the State University at Albany, 1975 and 1976.

Pub Date Sep 77

Note—75p.; Some figures and tables may be marginally legible due to small type

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Cost Effectiveness, Decision Making, Higher Education, Program Budgeting, \*Reduction in Force, \*Retrenchment, \*State Universities, \*University Administration

Identifiers—\*State University of New York Albany

During 1974-76 the campus of the State University of New York at Albany engaged in an elaborate decision-making process that resulted in the phasing out of some academic programs and the loss of many faculty and staff. To comply with externally mandated budget reductions the university found it necessary to set priorities among its programs and to discontinue its across-the-board program development by focusing its resources on areas of quality, need, and opportunity. Here the events that made those decisions necessary, the consultative process used, and the rationale for the negative determinations on each program are presented. (MSE)

ED 154 734 HE 010 050

Graduate Student Incomes in Ontario, 1976-77.

Council of Ontario Universities, Toronto.

Pub Date May 78

Note—33p.; For related document see HE 010 051; Not available in hard copy due to marginal legibility of original

Available from—Research Division, Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Financial Support, \*Foreign Countries, \*Graduate Students, \*Income, State Surveys, Statistical Data, Tables (Data), \*Universities

Identifiers—\*Ontario

The report provides a source of data on the financial support received by full-time graduate students in each of four divisions within each Ontario university. No interinstitutional comparisons are made. (Author/MSE)

ED 154 735 HE 010 051

Graduate Student Incomes in Ontario, 1975-76.

Council of Ontario Universities, Toronto.

Pub Date May 78

Note—38p.; For related document see HE 010 050; Not available in hard copy due to marginal legibility of original

Available from—Research Division, Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Financial Support, \*Foreign Countries, \*Graduate Students, Higher Education, \*Income, State Surveys, Statistical Data, Tables (Data), \*Universities

Identifiers—\*Ontario

The report provides a source of data on the financial support received by full-time graduate students in each of four divisions within each Ontario university. Incomes of Ph.D. students registered for all three terms of the academic year have been included in separate tables. No interinstitutional comparisons are made. (Author/MSE)

ED 154 736 HE 010 053

New York Regents External Degree Bachelor of Science (Nursing) Degree Description.

Pub Date 78

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Bachelors Degrees, Degree Requirements, Equivalency Tests, \*External Degree Programs, \*Health Occupations Education, Higher Education, \*Medical Education, \*Nursing, Professional Education, State Universities

The New York State Board of Regents offers an off-campus bachelor of science degree in nursing equivalent to a campus-based four-year nursing program. Described in detail are its general education component, nursing component, and how to begin the program. A list of approved equivalency examinations is included. (MSE)

ED 154 737 HE 010 054

Overall, Jesse U., IV

Higher Education and the Servicemen's Readjustment Act of 1944.

Pub Date 76

Note—42p.; Paper presented at the conference on The Federal Presence in Higher Education (University of California, Los Angeles, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Case Studies, Educational History, Federal Government, \*Federal Legislation, \*Government Role, Higher Education, \*State Universities, Statistical Data, United States History, \*Veterans, \*Veterans Education

Identifiers—\*G I Bill, Servicemens Readjustments Act 1944

Discussed are the legislative evolution, nature, and impact of the Servicemen's Readjustment Act of 1944 (the G.I. Bill) on higher education. Influences on this legislation are traced back to Thomas Jefferson, and parallels with other federal legislation are discussed. The specific provisions of the act are treated, and the pervasive impacts of the act on the University of California are presented as examples of its nationwide influence. The paper concludes with an assessment of the legislation and suggestions of areas for further study. A bibliography, the bill's text, and limited statistical data are appended. (Author/MSE)

ED 154 738 HE 010 055

Overall, Jesse U., IV

The Environmental Assessment Technique: An Empirical Study.

Pub Date 76

Note—25p.; Paper presented at a symposium on institutional research (California State University, Fall 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*College Environment, Economic Factors, Environmental Criteria, \*Environmental Influences, Higher Education, \*Institutional Environment, Measurement Instruments, Measurement Techniques, Political Influences, Predictive Validity, Social Influences, \*State Universities, \*Student Characteristics

Identifiers—\*California State University Los Angeles, \*Environmental Assessment Technique

The purpose of the study was to investigate the effectiveness of Alexander Astin's Environmental Assessment Technique (EAT) in describing the environmental press at a large public university, California State University at Los Angeles. Results indicate that EAT is a very economical method for broadly describing aspects of a university's environmental press at a specific time. Other important aspects, however, can only be identified through knowledge of the social, political, and economic milieu of the institution. EAT is seen as a promising approach that, along with other sources of information, can provide broader insights into the campus environment. (Author/MSE)

ED 154 739 HE 010 058

Overall, Jesse U., IV

The National Youth Administration.

Pub Date 76

Note—25p.; Paper presented at the national symposium on historical and contemporary problems in financing higher education (UCLA Graduate School of Education, Fall 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Access to Education, Administrative Organization, Bibliographies, \*Educational History, \*Federal Aid, Federal Government, Government Role, Higher Education, Student Employment, \*Student Financial Aid, \*United States History, \*Work Study Programs

Identifiers—\*National Youth Administration, \*Works Progress Administration

The background and history of the National Youth Administration's College and Graduate Student Work Program, a post-Depression Work-study program, are discussed. The program is viewed as an early and important step in broadening higher education opportunity in the United States. Appended are texts of the original executive orders creating the National Youth Administration and student aid projects within the Works Progress Administration, an organization chart, limited statistical data, and a bibliography. (MSE)

ED 154 740 HE 010 061

Agreement Between Board of Control, Northern Michigan University, and American Association of University Professors, Northern Michigan University Chapter. July 1, 1977-June 30, 1980.

Northern Michigan Univ., Marquette.

Pub Date 77

Note—76p.; Not available in hard copy due to marginal legibility of original

Available from—Northern Michigan University, Marquette, Michigan 49855

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Collective Bargaining, \*College Faculty, \*Faculty Workload, Fringe Benefits, Grievance Procedures, Leave of Absence, Negotiation Agreements, \*Personnel Policy, \*Reduction in Force, Retrenchment, Teacher Administrator Relationship, Teacher Discipline, Teacher Dismissal, Teacher Orientation, Teacher Responsibility, Teacher Salaries, Teacher Strikes, Teacher Welfare

The document covers nondiscrimination, separability, negotiations, use of facilities and services, agency shop, dues, faculty orientation week, strikes and lockouts, management rights, faculty participation in academic affairs, grievance procedures, faculty personnel policies, professional responsibilities, budget reduction, reduction in force and recall, leaves of absence, salary and fringe benefits, discipline and dismissal, and the duration of the agreement. A faculty evaluation form is included. (MSE)

ED 154 741 HE 010 062

Agreement Between Fairleigh Dickinson University and Fairleigh Dickinson University Council of American Association of University Professors Chapter, September 1, 1977-August 31, 1979.

Pub Date 77

Note—136p.

Available from—Fairleigh Dickinson University, Rutherford, N.J.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—\*Collective Bargaining, \*College Faculty, College Governing Councils, Departments, Fringe Benefits, \*Governance, Grievance Procedures, Leave of Absence, Mergers, Negotiation Agreements, Research Opportunities, \*Retrenchment, School Calendars, \*Teacher Responsibility, Teacher Salaries, Teacher Strikes, \*Teacher Welfare, Tenure, Travel

The negotiation agreement covers nondiscrimination, salary, fringe benefits, leave of absence, faculty workload, working conditions, calendars and schedules, department governance, college and campus governance, the university senate, grievance and arbitration procedures, research and travel, financial exigency, employment security, association privileges, merger, acquisitions, expansion, general rights and responsibilities, and strikes and lockouts. (MSE)

ED 154 742 HE 010 065

Johnson, Mark D. Gilmour, Joseph E.

Developing and Implementing a Marketing Strategy for College Recruiting and Admissions.

Pub Date May 78

Note—17p.; Paper presented at the Association for Institutional Research Annual Forum (May 1978)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Case Studies, \*College Admission, \*Declining Enrollment, \*Educational Demand, \*Enrollment Influences, Higher Education, \*Marketing, School Calendars, \*Student Recruitment, Universities

Analyzed is the development of marketing strategies at two major universities that have been successful in reversing enrollment declines that they experienced in the early 1970's. First, the organizational context of recruiting and admissions is examined, and the major phases of the admissions calendar are reviewed. Then the application of marketing research is examined, and the basic elements of marketing strategy are discussed. Some conclusions are reached and expressed. (MSE)

ED 154 743 HE 010 066

Johnson, Mark D.

Evaluation as a Model for Decision-Oriented Research.

Pub Date May 78

Note—20p.; Paper presented at the Association for Institutional Research Annual Forum (May 1978)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Administration, \*Decision Making, Educational Policy, \*Evaluation, \*Evaluation Methods, Higher Education, \*Institutional Research, \*Policy Formation, University Administration

Examined is the utility of evaluation research as a framework for converting raw data into a form that is useful to the decisionmaker. The origins and purposes of evaluation research and the relationship between the evaluator and deci-

sionmaker are examined, and some of the major issues in evaluation research methodology are reviewed. The role of the evaluator in the decisionmaking process is discussed, with one section addressing the issue of what constitutes an effective evaluation. Finally, the implications of the evaluation model for the policy role of institutional research are considered. (Author/MSE)

ED 154 744 HE 010 070

Corwin, Thomas M., Ed. Kent, Laura, Ed.

Tuition and Student Aid: Their Relation to College Enrollment Decisions.

American Council on Education, Washington, D.C. Policy Analysis Service.

Pub Date May 78

Note—112p.; Report of a seminar held April 27, 1977; tables may be marginally legible due to small type

Available from—Policy Analysis Service, American Council on Education, One Dupont Circle, Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Administrative Policy, \*College Admission, \*College Choice, Conference Reports, Educational Demand, \*Educational Economics, Educational Supply, Family Income, Federal Aid, Statistical Analysis, Student Application, \*Student Costs, \*Student Financial Aid, Student Recruitment, Tables (Data), \*Tuition

Presentations and critiques include these topics: determinants of college decisions; supply and demand in postsecondary education; shortcomings of models and data bases; effects of price and nonprice characteristics; and some methodological considerations. Discussion questions include: Is there a middle-income squeeze?; How can nonapplicants be reached?; What are the effects of student aid?; What further questions should be considered?; and What are the policy implications? A number of data tables on application, acceptance, attendance, and student characteristics are included. (MSE)

ED 154 745 HE 010 072

Caruthers, J. Kent Orwig, Melvin D.

Analytic and Informational Support for State-Level Academic Planning.

Pub Date Jul 77

Note—38p.; Paper presented to the seminar on academic affairs for state-level officers sponsored by the Education Commission of the States' inservice education program (July 1977)

Available from—National Center for Higher Education Systems, Inc., P. O. Drawer P, Boulder, Colorado 80302

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Decision Making, \*Information Processing, Information Sources, \*Information Systems, \*Information Utilization, Models, \*Post Secondary Education, \*State Agencies, \*Statewide Planning

Any state-level postsecondary education agency could perform its job more effectively through discriminate use of the available technology of informational and analytic planning approaches. The paper attempts to increase an awareness of how data, analytic techniques, and their product information should be used to assist state-level academic planning. An introduction is offered to the available products for collecting and structuring data and to three general levels of analytic capability. Some of the shortcomings of those approaches are also identified, and suggestions for amelioration are made. (MSE)

ED 154 746 HE 010 073

Orwig, Melvin D.

What Trustees Should Know about Management Systems.

Pub Date Apr 78

Note—19p.; Paper presented at the national conference on trusteeship of the Association of Governing Boards of Universities and Colleges (San Francisco, April 1978)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*College Administration, Decision Making, \*Governance, \*Governing Boards, Higher Education, Information Systems, \*Management Systems, \*Trustees, \*University Administration

Identifiers—\*National Center for Higher Education Management Systems

Management systems, defined as the approaches developed to help administrators make decisions by improving their capacity to identify

and evaluate alternatives, are discussed. The discussion covers the need for and principles behind management systems, and the role of the National Center for Higher Education Management Systems (NCHEMS). (MSE)

**ED 154 747** HE 010 074

Garner, W. L., Jr.  
**ACT Profiles of 1974-75 Graduates of Louisiana State University, Baton Rouge. Research Report Vol. 7, No. 3.**  
Louisiana State Univ., Baton Rouge.  
Pub Date Jan 77  
Note—22p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
Descriptors—Achievement Tests, Aptitude Tests, \*College Entrance Examinations, \*College Graduates, College Students, Seniors, Standardized Tests, \*Student Characteristics, \*Test Results

Identifiers—ACT Tests

The study is a simple statistical analysis of the ACT scores of the 1974-75 Louisiana State University-Baton Rouge graduates. Graduate students awarded advanced degrees are not included. For each college and field of study and for each of five ACT tests, these data are given: number of students, mean, middle two-thirds, range, standard deviation, and standard error. Data are arrayed in tables, with some additional narrative analysis. (MSE)

**ED 154 748** HE 010 075

Wilson, Richard F.  
**Linking Academic Planning to Decision Making.**  
Pub Date May 78  
Note—20p.; Paper presented at the Annual Forum of the Association for Institutional Research (Houston, May 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
Descriptors—\*College Administration, Decision Making, Information Utilization, \*Institutional Research, \*Planning, \*Research Utilization, State Universities, \*University Administration  
Identifiers—\*Academic Planning, \*University of Michigan

One of the continuing concerns of those involved in institutional planning is that results somehow be linked to decision making processes. An important way to link these activities is through the timely provision of relevant information. The purpose of this paper is to identify several types of information that have been generated as part of academic planning activities at the University of Michigan and that have been found useful in facilitating a planning perspective in decision making. Two types of information that facilitate such a perspective are: (1) an indication of unit aspirations and (2) a delineation of present conditions relative to these aspirations. The contributions of such information are discussed along with several techniques (e.g., institutional profiles and peer comparisons) for interpreting the information once it has been collected. (Author)

**ED 154 749** HE 010 076

**Agreement Between Bloomfield College and the Bloomfield College Chapter of the American Association of University Professors, July 1, 1977 through June 30, 1978.**  
Bloomfield Coll., N.J.

Pub Date 77  
Note—38p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
Descriptors—\*Collective Bargaining, \*College Faculty, Faculty Workload, Fringe Benefits, \*Governance, Grievance Procedures, Leave of Absence, Negotiation Agreements, Part Time Teachers, Personnel Policy, \*Private Colleges, Retrenchment, \*Teacher Dismissal, \*Teacher Responsibility, Teacher Salaries, Veterans Education, Work Environment

The agreement covers contract management, chapter rights, college governance, academic freedom, faculty status, terms of appointment, reappointment and tenure, dismissal for cause, grievance procedure, arbitration, leaves of absence, salaries, fringe benefits, working conditions, workload, retrenchment, part-time faculty, faculty in the veterans' program, and extra compensation policy. (MSE)

**ED 154 750** HE 010 079

Sandeen, Arthur Goodale, Thomas  
**The Transfer Student: An Action Agenda for Higher Education.**  
Florida Univ., Gainesville. Inst. of Higher Education.

Pub Date Sep 76

Note—101p.

Available from—Institute of Higher Education, University of Florida, Gainesville, Florida 32611

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Articulation (Program), Curricular Activities, College Admission, College Housing, College Role, Counseling, Educational Counseling, \*Planning, Program Descriptions, \*Program Development, School Orientation, \*State Universities, Student Characteristics, Student Financial Aid, Student Personnel Services, \*Transfer Students, Vocational Development

Described is a program developed by the Research Division of NASPA starting in 1971 that planned more thoroughly for transfer students to the university. After an introduction to the problem and a profile of the contemporary transfer student, problems of program articulation, academic advising, admissions, and student services (including housing, financial aid, counseling and career development, orientation, and student life) are discussed. Recommendations for institutional action are included. (MSE)

**ED 154 751** HE 010 080

**The Master Plan for Higher Education in Louisiana.**

Louisiana State Board of Regents, Baton Rouge.  
Pub Date Apr 78

Note—85p.; Parts of document may be marginally legible due to small type  
Available from—Louisiana Board of Regents, P. O. Box 44362, Capitol Station, Baton Rouge, Louisiana 70804

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Access to Education, Articulation (Program), College Choice, College Faculty, College Libraries, \*College Role, Cost Effectiveness, Educational Finance, Educational History, Educational Objectives, Educational Quality, Enrollment Rate, Facilities, Financial Support, Futures (of Society), \*Governance, \*Higher Education, Master Plans, Programs, Resource Allocations, \*State Boards of Education, \*Statewide Planning, Student Characteristics

Identifiers—\*Louisiana

The master plan represents a comprehensive effort to plan for the future of higher education in the state. It presents the philosophy of the board of regents, and is intended as a guide for the governor, legislature, institutions, management boards, and the board of regents in making decisions. Four general concepts are reflected: (1) the board's concern for educational quality; (2) recognition of the need for diversity; (3) dedication to maintaining access to higher education; and (4) the most efficient use of resources. Described in detail are: the planning process, goals and assumptions, the state's higher education history, population, student characteristics, enrollment, coordination and governance in the state, institutional missions, academic programs, access and choice, faculty, libraries, financing, physical facilities, and the future agenda. (MSE)

**ED 154 752** HE 010 082

Simha, O. R.  
**The Development and Management of Academic and Research Space at the Massachusetts Institute of Technology.**

Massachusetts Inst. of Tech., Cambridge.  
Pub Date Sep 77

Note—25p.; Paper presented at a meeting of the Centre for Educational Research and Innovation of the Organization for Economic Cooperation and Development (Paris, September 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Building Design, \*Campus Planning, College Planning, \*Educational Facilities, Facility Case Studies, \*Facility Planning, Facility Requirements, Facility Utilization Research, Financial Policy, Information Systems, \*Management Systems, Scheduling, School Space, \*Space Utilization

Identifiers—\*Research Facilities

This case study describes the development and management of academic and research space at the Massachusetts Institute of Technology. It illustrates through historical and current examples the ways in which the institution, with its principle emphasis on science and technology, manages over four million square feet of academic and research space in a highly centralized but flexible

manner. Discussed are such matters as the campus history, building design, patterns of building use, the time-frame for change, communications and interaction, territoriality, the human dimension, administration of space, and financial procedures. (Author/MSE)

**ED 154 753** HE 010 084

Dresch, Stephen P. Waldenberg, Adair L.  
**Labor Market Incentives, Intellectual Competence and College Attendance. Revised.**  
University and Coll. Theater Association, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Mar 78

Contract—300-75-0382

Grant—NIE-G-76-0076

Note—35p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Academic Ability, \*College Bound Students, Educational Economics, \*Employment Opportunities, Females, Higher Education, \*High School Graduates, Human Capital, \*Job Market, \*Labor Market, Males, Socioeconomic Status, Womens Education

Identifiers—\*Education and Work

Presented are the preliminary results of a study of the effects of relative labor market opportunities for the highly educated on high school academic achievement and college attendance. Across regions, a one percent decline in college relative to high school graduates is estimated to induce a decline of 0.3 to 1.4 percent in reading and mathematics test scores of white females. The effects on males are somewhat smaller. Regional labor market effects on college attendance probabilities are found to be even stronger. The effects of family structure and socioeconomic status on academic performance and college attendance are also examined within the context of a general model of human capital formation. (Author/MSE)

**ED 154 754** HE 010 085

Lenning, Oscar T. And Others

**Providing Comparable Information to Prospective Students. Issues, Problems and Possible Solutions.**

Syracuse Univ., N.Y. Dept. of Higher/Post Secondary Education.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date 78

Note—48p.; Paper originally commissioned by the Education Commission of the States; A product of the Center for Helping Organizations Improve Choice in Education (project CHOICE)

Available from—CHOICE, Department of Higher/Postsecondary Education, 227 Huntington Hall, Syracuse University, Syracuse, N.Y. 13210

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*College Bound Students, \*College Choice, \*College Role, \*Consumer Protection, Decision Making, Higher Education, \*Information Needs, \*Information Sources, Standards

The lack of comparable information for prospective students can and has resulted in wrong decisions about college choice, which are costly to the student, institutions, and society. A strong possibility exists that outside agencies will soon impose additional standards of comparability on postsecondary institutions. Such externally imposed standards may promote homogeneity, may be costly, and may give a distorted picture to prospective students unless institutions initiate cooperative actions. Institutions of similar types need to agree on some reasonably uniform definitions and methods of collecting, presenting, and qualifying particular items of information appropriate to valid educational decisions. (Author/MSE)

**ED 154 755** HE 010 086

**Southern Regional Education Board Annual Report, 1977-78.**

Southern Regional Education Board, Atlanta, Ga.  
Pub Date 78

Note—29p.; Not available in hard copy due to dark background and marginal legibility of original document



Available from—Southern Regional Education Board, 130 Sixth Street, Atlanta, Georgia 30313

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Annual Reports, Budgets, \*Consortia, Financial Support, Higher Education, \*Interinstitutional Cooperation, \*Interstate Programs, Professional Personnel, Publications, \*Regional Cooperation, \*Regional Planning

The Southern Regional Education Board is the nation's oldest interstate compact for higher education and a pioneer in regional planning and action for the effective multi-state use of postsecondary resources. After some background information on the organization, the annual report contents include the chairman's statement, report from the president, the year in brief, sources of support, notes from the third decade, sharing arrangements, members of the board, board committees, current publications, audit, and professional staff list. (Author/MSE)

**ED 154 756 HE 010 087**  
**Geographic Origins of Students, Fall 1976.**

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Pub Date May 78  
Note—399p.; pages xi and xiii may not reproduce well

Available from—Office of Institutional Research and Analytic Studies, State University of New York, 1400 Washington Avenue, Albany, New York 12222

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*College Students, \*Community Colleges, Geographic Distribution, Graduate Study, Higher Education, Nonresident Students, Part Time Students, \*Place of Residence, \*Resident Students, State Surveys, \*State Universities, Statistical Studies, Student Characteristics, Tables (Data), Undergraduate Study

The report presents the results of the annual survey of the geographic origins, or permanent residences of students attending institutions of the State University of New York during the Fall 1976 term. The report includes all credit course students and all institutions of the university system, including community colleges. The student and institutional data elements used are: students' level (undergraduate/graduate); student load (full/part time); permanent residence (for New York state residents, county of residence; otherwise, state or country); and institutional location. (Author/MSE)

**ED 154 757 HE 010 088**  
**Keith, Nathan R.**

**Profile of Governors State University Professional Staff. Research & Evaluation Report 10-76.**

Governors State Univ., Park Forest South, Ill.  
Pub Date Jul 76

Note—27p.  
Available from—Governors State University, Park Forest South, Illinois 60466

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Administrative Personnel, Administrator Qualifications, \*College Faculty, \*Degrees (Titles), \*Employment Experience, Employment Qualifications, Higher Education, Institutional Research, Part Time Teachers, \*Professional Personnel, Research Projects, Statistical Studies, Tables (Data), Teacher Qualifications

The profile of professional staff at the university, presented in tabular form without narration, includes data on full-time faculty, deans and assistant deans, support faculty, and other professional staff members. The characteristics included are: demographic; years of experience in higher education; years of experience since earning their highest degree; and state of origin of the highest earned degree. (MSE)

**ED 154 758 HE 010 089**  
**Keith, Nathan R.**

**Credit Hour Completions at GSU, January 1975 - December 1975. Research and Evaluation Report 12-76.**

Governors State Univ., Park Forest South, Ill.  
Pub Date Aug 76

Note—16p.  
Available from—Governors State University, Park Forest South, Illinois 60466

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Academic Failure, \*Autoinstructional Methods, \*College Instruction, College Students, \*Conventional Instruction, Failure Factors, Higher Education, \*Independent Study, Institutional Research, Persistence, Research Projects, Success Factors, \*Teaching Methods

The study focuses on the completion rates in the three primary instructional modes at the university: (1) regularly scheduled classroom modules; (2) self-instructional modules; and (3) independent study. It appears that there is too wide a divergence in the completion rates among these instructional modes, but there is no solid information to explain the differences. It seems reasonable to assume that not all students do well in all the modes, and matching student abilities with the most suitable instructional mode is advised. (MSE)

**ED 154 759 HE 010 090**  
**Keith, Nathan R.**

**Study of the Results of the Implementations of the "Student Full-Time, Good Standing, Overload Policy." Research and Evaluation Report 17-76.**

Governors State Univ., Park Forest South, Ill.

Pub Date 76  
Note—16p.  
Available from—Governors State University, Park Forest South, Illinois 60466

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Academic Probation, Achievement Rating, Administrative Policy, \*College Credits, \*Credit No Credit Grading, \*Experimental Programs, Higher Education, Institutional Research, Research Projects, Student Characteristics

**Identifiers**—\*Academic Good Standing

The policy on good academic standing was implemented in 1976. As a result, it was found that an estimated 1,700 students were not in good standing. These students were notified of their status and allowed, on a one-time basis, to either drop their incomplete credits or obtain extraordinary registration permission to continue work toward their outstanding credits. This study presents the results of a representative sample (120) of the students who chose to place themselves in good academic standing according to this plan. Of concern in the study are the number of units dropped, in the average; the number of units carried over for completion; new credits for which the students registered; and the students' demographic profile. (MSE)

**ED 154 760 HE 010 091**  
**Keith, Nathan R.**

**Continuing Follow-Up Study of the Winter 1977 Entering Students. Institutional Research Report 6-77.**

Governors State Univ., Park Forest South, Ill.

Pub Date 77  
Note—39p.  
Available from—Governors State University, Park Forest South, Illinois 60466

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Academic Achievement, \*College Freshmen, \*College Students, Followup Studies, \*Graduate Students, Higher Education, Institutional Research, \*Persistence, Research Projects, Statistical Studies, Student Attitudes, Student Characteristics

A study was designed to monitor the progress of students entering the university for the first time in January 1977. Both undergraduate and graduate students are included. The present report provides information gathered from the students upon entry, including demographic data and statements of student goals and expectations. The results are both summarized and analyzed in detail. (MSE)

**ED 154 761 HE 010 092**  
**Keith, Nathan R.**

**An Analysis of Student Perceptions of Self-Instructional Modules at GSU, 1974 and 1975. Research and Evaluation Report 9-76.**

Governors State Univ., Park Forest South, Ill.

Pub Date 76  
Note—28p.  
Available from—Governors State University, Park Forest South, Illinois 60466

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Autoinstructional Methods, \*Course Evaluation, Educational Research, Higher Education, \*Program Evaluation, Research Projects, School Surveys, Statistical Studies, \*Student Opinion, \*Teaching Methods

Self-instructional modules used as one of several learning delivery systems at the university were planned for extensive use as an integral part of the academic program. Students who have completed the modules were asked to complete a specially prepared evaluation form. The results of the responses obtained are summarized, and the statistical information presented. (MSE)

**ED 154 762 HE 010 097**  
**Brazziel, William**

**Increasing Graduate Employability and Planning for Fewer Freshmen: Policy Initiatives and Outcomes of 76 Institutions.**

Pub Date Mar 78  
Note—12p.; Paper presented at the annual meeting of the Association for Institutional Research (March 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*College Graduates, College Role, \*Declining Enrollment, Educational Demand, \*Employment Opportunities, \*Employment Potential, Higher Education, Job Market, \*Job Placement, Labor Market, National Surveys

**Identifiers**—\*Education and Work  
Reported are the results of a study undertaken in 1975 among a number of colleges and universities to answer these questions: What can colleges do to assist their graduates in finding a place in a crowded labor market? Are there useful, effective patterns in efforts of a sample of institutions nominated as exemplars in this respect? What can be done to prepare for the coming reduction in the number of high school graduates and potential freshmen applicants? and Can the experience of the exemplar sample, nominated because of success in this area, be of assistance here? (MSE)

**ED 154 763 HE 010 098**  
**Keller, Michael J.**

**Factors Affecting the Poor Academic Achievement of First-Term Freshmen at Miami (University). Survey Report.**

Miami Univ., Oxford, Ohio. Office of Program Development.  
Pub Date May 78  
Note—20p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Academic Achievement, \*College Environment, \*College Freshmen, College Housing, College Preparation, College Students, Degree Requirements, Dormitories, Educational Counseling, \*Failure Factors, Higher Education, Institutional Research, Language Skills, Research Projects, Student Motivation, Student Opinion, Study Habits, \*Success Factors, Teaching Methods, Testing

Freshmen who received less than a 2.0 grade average during their first semester at college were asked to indicate on a written questionnaire the extent to which 68 factors were or were not a reason for their poor academic performance. Respondents were also encouraged to supply additional observations about their educational experiences that seemed significant to them in terms of their scholastic difficulties. The responses to the forced-choice items were factor-analyzed, and the report was organized according to a nine-category typology drawn from the analysis. The data are examined in terms of certain demographic characteristics of the survey participants. Freshmen placed the greatest responsibility for their low grades on their own lack of motivation, proper study habits, and attention to school work. Nonetheless, many students felt that institutional or environmental factors such as university and divisional requirements, faculty teaching and examination procedures, residence hall atmosphere, background in English, and the quality of academic advising also contributed to their problems. (Author/MSE)

**ED 154 764 HE 010 099**  
**Litten, Larry H.**

**Market Structure and Institutional Position Analysis of Regional Market Segments in Private College Recruiting.**

Pub Date May 78  
Note—36p.; Paper presented at the annual meeting of the Association for Institutional Research (Houston, May 1978)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*College Admission, \*College Choice, \*Enrollment Influences, Higher Education, Institutional Research, Marketing, \*Private Colleges, Research Projects, \*Student Application, Student Attitudes, \*Student Recruitment

Presented are several of the techniques that have been used as part of a comprehensive market research program at Carleton College (Northfield, Minnesota). The basic focus is on regional segments in Carleton's applicant pool. Carleton's position in the market is examined in relation to selected types of schools with which it competes for applications from prospective students and for enrolling students. Application overlap, matriculation yield from applicants, applicants' perceptions of Carleton and the competition, and the association between comparative perceptions and yield are all investigated. Analytic techniques include interregional comparisons of frequency distributions, cross tabulations, multidimensional scaling, and regression analysis. The marketing implications of the research are briefly explored. (MSE)

**ED 154 765** HE 010 101

Millitt, John D.

Higher Education and the 1980s.

Academy for Educational Development, Inc., Washington, D. C. Management Div.

Pub Date Jan 78

Note—45p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—College Administration, \*College Planning, \*Declining Enrollment, \*Educational Change, Educational Policy, Enrollment Trends, Futures (of Society), Government Role, \*Higher Education, Policy Formation, Speeches, \*Statewide Planning, University Administration

The three planning papers presented herein were previously given to separate audiences, but have the common denominator of promoting an understanding of the dimensions of changes and of the preparation for that change. They are: management of academic institutions in a period of change; state level policy issues and planning problems resulting from fluctuating enrollment; and higher education and planning, agenda for the 1980's. (MSE)

**ED 154 766** HE 010 103

Knapper, Christopher K., Ed. And Others

If Teaching is Important...The Evaluation of Instruction in Higher Education.

Pub Date 77

Note—240p.

Available from—Clarke, Irwin & Company Limited, 791 St. Clair Avenue W., Toronto, Ontario, Canada M6C 1B8 (\$5.95)

**Document Not Available from EDRS.**

Descriptors—Academic Freedom, College Role, \*Evaluation Criteria, \*Evaluation Methods, Evaluation Needs, \*Faculty Evaluation, Measurement Goals, Post Secondary Education, Student Evaluation of Teacher Performance, \*Teacher Evaluation

Examined is the critical issue of the quality of teaching and learning in postsecondary education. Written by nine experts in the evaluation of instruction, the book asks the questions: Should university teachers be evaluated? If so, with what goals in mind and by what methods should they be judged? What are the effects of teacher evaluation on teaching performance and on staffing and promotion? Contributors are Christopher K. Knapper, George L. Geis, Janet G. Donald, Bruce M. Shore, Gilles G. Nadeau, Arthur M. Sullivan, Bernard Trotter, Charles E. Pascal, and Paul A. Friesen. (MSE)

**ED 154 767** HE 010 104

Murphy, William Michael, Ed. Bruckner, D. J.

R., Ed.

The Idea of the University of Chicago.

Pub Date Nov 76

Note—547p.; Selections from the papers of the first eight chief executives of the University of Chicago from 1891 to 1975

Available from—University of Chicago Press, 5801 Ellis Avenue, Chicago, Illinois 60637

**Document Not Available from EDRS.**

Descriptors—\*Chief Administrators, College Faculty, \*College Role, College Students, Educational Finance, \*Educational History, Educational Objectives, Educational Quality, \*Presidents, \*Private Colleges, Research, School Community Relationship, Teaching, Trustees, \*Universities, University Administration

Identifiers—\*University of Chicago II

Selected are the excerpts from the presidents' papers that best reflect each person's interpretation of the idea of the University of Chicago. The

topical arrangement of the excerpts gives the impression of a discussion and, in the ancient sense, a dramatic argument. While the presidents discuss the strenuous intellectual endeavors of research, learning, and teaching, they are also concerned with the less ideal matters of the character and conduct of faculty, of students, of trustees, with buildings, machines, money, with urban renewal and politics, nuclear reactors, hospitals, and dances. The focus is not only on the communications between the university and the wider community, but also on the services the university performs for its city, for the Midwest, and for the country. (Editor/MSE)

**ED 154 768** HE 010 105

Rosenthal, Smauel And Others

Health Professions Schools. Selected Enrollment Data 1970-71/1981-82.

Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date Mar 78

Note—651p.

**EDRS Price MF-\$1.16 Plus Postage. HC Not Available from EDRS.**

Descriptors—Degrees (Titles), Dentistry, \*Enrollment, Enrollment Projections, Enrollment Trends, \*Health Occupations Education, \*Medical Education, Medical Schools, Medicine, National Surveys, Optometrists, Pharmacy, Tables (Data), Veterinary Medicine Identifiers—Optometry, Osteopathy, Podiatry

Enrollment data are presented for each school of medicine, osteopathy, dentistry, optometry, pharmacy, podiatry, and veterinary medicine for the academic years 1970-71 through 1981-82. Projections for future years are made from the length of the academic program for current enrollees. The data are segmented by program type, and include the actual or projected number of graduates for each year. Summary enrollment data are also given for each discipline in each region. (MSE)

**ED 154 769** HE 010 113

Postsecondary Education in California Information Digest 1978.

California State Postsecondary Education Commission, Sacramento.

Pub Date 78

Note—393p.

Available from—California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, California 95814

**EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.**

Descriptors—Academic Achievement, Academic Rank (Professional), Age, College Entrance Examinations, \*College Faculty, College Majors, \*Degrees (Titles), \*Educational Finance, \*Enrollment, Enrollment Trends, Ethnic Groups, Extension Education, \*External Degree Programs, Females, Financial Support, Higher Education, Intellectual Disciplines, Males, Norms, Part Time Students, Private Colleges, State Colleges, State Universities, Student Characteristics, \*Student Financial Aid, Teacher Salaries, Tenure

Identifiers—\*California

The digest provides extensive data on postsecondary education in the state in the form of charts, graphs, and tables, with only occasional narration; it is designed for the layman, and only summary information is displayed. The information includes private as well as public institutions, significant trends, opening enrollments and their distribution, extension and ungraded classes, part-time enrollments, student characteristics (sex, ethnicity, enrollment level, age, status), average enrollment, disciplines, degrees conferred, faculty characteristics (including mean salaries, tenure, sex, and degrees held), finance, student aid, off-campus programs, and student college entrance test scores. (MSE)

**ED 154 770** HE 010 114

Tyse, Agnes M.

International Education: The American Experience. A Bibliography. Volume 2: Periodical Articles.

Pub Date 77

Note—546p.

Available from—Scarecrow Press, Inc., P.O. Box 656, Metuchen, N.J. 08840 (\$37.50)

**Document Not Available from EDRS.**

Descriptors—Annotated Bibliographies, \*Area Studies, Cultural Exchange, \*Foreign Students, \*International Education, \*International Educational Exchange, \*International Programs,

Medical Education, \*Study Abroad, Technical Assistance Identifiers—\*Brain Drain

This bibliography, in two parts, analyzes articles appearing in 700 periodicals. More than 10,500 entries appear, and over half are annotated. The article groupings are: international education, international cooperation, educational and cultural exchange, brain drain, foreign students in the United States, Americans and American education abroad, medicine in international education, technical assistance and development education, and geographical areas. (MSE)

**ED 154 771** HE 010 115

Student Financial Aid: Institutional Packaging and Family Expenditure Patterns. National Longitudinal Study of the High School Class of 1972.

College Entrance Examination Board, Washington, D.C.

Spons. Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date Apr 77

Contract—NCES-DHEW-75-22

Note—555p.

**EDRS Price MF-\$1.00 HC-\$30.13 Plus Postage.**

Descriptors—\*College Bound Students, \*College Choice, \*Family Resources, Federal Aid, Federal Government, Government Role, Low Income Groups, Minority Groups, \*Parental Financial Contribution, \*Parent Influence, Parent Role, \*Student Financial Aid Identifiers—\*National Longitudinal Study High School Class 1972

The study was undertaken to use data from the National Longitudinal study, in combination with other data resources, to improve the understanding of the effects of student financial aid in institutional and family decisionmaking. Three principle questions are addressed: (1) Do low income and minority students receive larger aid packages, and in what amounts and kind? (2) How do institutions package financial aid offers to students, and what part does the net price of educational costs play? and (3) What is the effect of financial aid on actual parental contributions? The empirical results suggest the nature and extent of student aid effects on several presumed national goals. Extensive data tables are included. (Author/MSE)

**ED 154 772** HE 010 123

Hansen, James E., II

Democracy's College in the Centennial State. A History of Colorado State University.

Colorado State Univ., Ft. Collins.

Pub Date 77

Note—502p.

Available from—CSU History Project, 108 Administration Building, Colorado State University, Fort Collins, Colorado 80523 (price not available)

**Document Not Available from EDRS.**

Descriptors—Administrative Personnel, College Faculty, \*Educational Accountability, \*Educational History, \*Land Grant Universities, State Universities, \*Student Opinion

Several basic themes are followed in this history of a land-grant university: (1) CSU's success in meeting the needs of the society it serves; (2) its development relative to other higher education institutions, particularly those created under the Morrill Act; and (3) experiences and perceptions of students, professors, and administrators associated with the school at various times. (MSE)

## IR

**ED 154 773** IR 005 648

Emery, James C. And Others

Simulation and Gaming Project for Inter-Institutional Computer Networking. Volume I.

Interuniversity Communications Council (EDUCOM), Princeton, N. J.

Spons. Agency—National Science Foundation, Washington, D.C.

Pub Date Jul 76

Grant—DRC75-03634

Note—189p.

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—\*Computer Oriented Programs, Educational Research, \*Futures (of Society), Game Theory, \*Higher Education, \*Information Networks, Interinstitutional Cooperation, Models, \*National Programs, \*Simulation

The Simulation and Gaming Project for Inter-Institutional Computer Networking is a joint effort on the part of EDUCOM and 18 participating institutions to investigate the role that computing networks might play in higher education and research. Central to the project is the development of a computer simulation model of a possible national network, composed of the participating institutions, in which services can be exchanged through a market medium. This is a report on the results of the first year of the three year study. Included in this phase were the development of representational concepts, the design and implementation of the basic simulation model, the collection of data from the participating institutions, and the conduct of some preliminary experiments using the model. Later emphasis will be on using the model for a comprehensive investigation into the organizational implications of a network, the conditions necessary for a successful network, and the likely problem areas that must be monitored. (Author)

**ED 154 774** IR 005 740  
Avner, Elaine

**Summary of TUTOR Commands and System Variables. Sixth Edition.**  
Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Sep 77

Contract—USNSF C-273

Note—130p.; For related document, see ED 124 130

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Computer Assisted Instruction, \*Higher Education, \*Instructional Systems, \*Manuals, \*Programming Languages  
Identifiers—PLATO Computers, \*TUTOR Programming

This summary is intended for the experienced author who needs a quick reference for the form of a tag and for the restrictions on the TUTOR language commands. Each command includes a brief description of its purpose and a description of the tag. The commands are grouped into the following categories: (1) calculating, (2) data keeping, (3) judging, (4) managing sites, (5) presenting, (6) routing, and (7) sequencing. The appendices include a list of the limits associated with commands and alphabetical lists of systems variables and commands. (DAG)

**ED 154 775** IR 005 753

Brown, John Seely And Others

**Artificial Intelligence and Learning Strategies.**

Bolt, Beranek and Newman, Inc., Cambridge, Mass.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—BBN-3642

Pub Date Jun 77

Contract—MDA903-76-C-0108; N00014-76-C-0083

Note—51p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Artificial Intelligence, \*Cognitive Processes, \*Comprehension, \*Educational Research, \*Electric Circuits, \*Learning Processes, \*Learning Theories, \*Problem Solving, \*Research, \*Sequential Learning, \*Short Stories, \*Structural Analysis

Different kinds of basic knowledge and strategies necessary for comprehension are examined in three radically different domains: (1) the stories, (2) mathematical problems, and (3) electronic circuits. From analyzing the comprehension processes in these different domains, similarities have emerged in the role of planning knowledge and the strategies governing the application of that knowledge for synthesizing a deep structure analysis of a story, a math solution, or a circuit. Insights gained from these similarities can be applied to the problems of teaching learning strategies to students and developing an expanded theoretical basis for further research in learning strategies. (Author/CMV)

**ED 154 776** IR 005 758

Davis, Lloyd D. And Others

**Draft of the University of Chattanooga Foundation Academic Use Computer Study Report. Volume I, Summary and Recommendations. Volume II, Analysis, Findings, and Recommendations.**

Tennessee Univ., Chattanooga.

Pub Date 76

Note—62p.; Parts may reproduce poorly due to paper and ink color contrast

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Computer Assisted Instruction, \*Computer Oriented Programs, \*Computers, \*Educational Finance, \*Educational Planning, \*Educational Technology, \*Higher Education, \*Instructional Technology, \*Needs Assessment, \*Planning, \*Time Sharing

A study was conducted in 1974 to assess the state of academic computer use both at the national level and at the University of Tennessee at Chattanooga (UTC), and to recommend strategies for the development and maintenance of quality computing facilities at UTC. The report summarizes findings collected during faculty surveys, discussions with consultants, and meetings with vendors. Volume I contains a summary and recommendations relating to computer needs at the University. Volume II contains the analysis, findings, and more detailed recommendations. Appended are specifications for a Time Sharing Computer System for the Academic Computer Center at UTC. (Author/STS)

**ED 154 777** IR 005 759

**Annual Report and Abstracts of Research of the Department of Computer and Information Science, July 1976-June 1977.**

Ohio State Univ., Columbus. Computer and Information Science Research Center.

Pub Date 77

Note—89p.; For related documents, see ED 139 394 and ED 149 727

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Abstracts, \*Annual Reports, \*Artificial Intelligence, \*Computer Science, \*Information Processing, \*Information Retrieval, \*Information Science, \*Information Storage, \*Information Systems, \*Linguistics, \*Research

The annual report of the Department of Computer and Information Science includes abstracts of research carried out during the 1976-77 academic year with support from grants by governmental agencies and industry, as well as The Ohio State University. The report covers the department's organizational structure, objectives, highlights of department activities, grants, faculty appointments, undergraduate and graduate programs, course offerings, and facilities. Abstracts, indexed by subject and investigator, are given for 65 papers in the areas of information storage and retrieval; information analysis; linguistic analysis; artificial intelligence; information processing in physical, biological, and social systems; mathematical techniques; systems programming; computer architecture and networks; computational theory; and joint programs. Appendices include statistical data on the growth of OSU's Department of Computer and Information Science and lists of courses (by number and title), department faculty, Computer and Information Science Seminar Series presentations, and publications by department staff. (Author/JPF)

**ED 154 778** IR 005 809

Chang, Henry C. And Others

**Virgin Islands Demonstration Library Network Study: Exploring Library Networking in Remote, Disadvantaged Areas. Final Report.**

Virgin Islands Bureau of Libraries, Museums and Archaeological Services, St. Thomas.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.

Pub Date 31 Jan 78

Grant—G00-7-60-3345

Note—81p.; Not available in hard copy due to marginal legibility of the document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Data Processing, \*Demonstration Projects, \*Developing Nations, \*Feasibility Studies, \*Interlibrary Loans, \*Library Cooperation, \*Library Networks, \*Library Surveys, \*Models, \*Questionnaires, \*Rural Areas, \*Union Catalogs  
Identifiers—\*Virgin Islands

The Virgin Islands Demonstration Library Network Study (VIDLNS) seeks to determine whether the development of either local or regional library networks would be the key to optimal organization of small library collections in isolated areas. This report describes the research and demonstration components of the exploratory phase of the project: (1) a survey of local library needs and resources; (2) a national survey of library network activity in remote, disadvantaged areas; (3) feasibility studies of linkage to national

library networks, and the formation of regional or local library networks; (4) development of local union lists of films, periodicals, and books; and (5) the development of local interlibrary loan services. The report recommends local, multi-type library networks as the goal for small libraries in remote, disadvantaged areas, and a model plan for the formation of such networks is proposed. Some problems are identified: local resource sharing networks seem to be more feasible than online bibliographic data bases because of cost and the failure of OCLC to offer Sears Subject Headings; and problems in document delivery and local data processing limitations in isolated areas present obstacles to effective interlibrary cooperation. The questionnaire used to survey local library needs, tabulation of data obtained from the national survey, and press releases and news articles on the VIDLNS project are appended. (Author/JPF)

**ED 154 779** IR 005 810

Bayer, Bernard

**Providing Computer-Based Information Services to an Academic Community. Final Technical Report.**

Ohio State Univ., Columbus. Mechanized Information Center.

Spons Agency—National Science Foundation, Washington, D.C. Div. of Science Information. Report No.—MIC-AN-04

Pub Date Jan 75

Grant—GN-27458

Note—145p.; Appendix B (pp.119-125) may not reproduce due to small print size; For related document, see ED 135 328

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Data Bases, \*Faculty, \*Graduate Students, \*Information Centers, \*Information Dissemination, \*Information Processing, \*Information Retrieval, \*Information Services, \*Information Storage, \*Undergraduate Students, \*Universities

The Mechanized Information Center (MIC) at the Ohio State University conducts retrospective and current awareness searches for faculty, students, and staff using data bases for agriculture, chemistry, education, psychology, and social sciences, as well as a multidisciplinary data base. The final report includes (1) a description of the background and history of MIC; (2) characteristics and operating procedures of the batch off-line system, with a brief description of the system's five main programs; (3) a description of each MIC's machine-readable bibliographic data bases, accompanied by statistics on the number of citations in each data base; (4) an analysis of users of MIC services by type of data base; (5) a description of the MIC search system, including retrieval modes, term weighting, truncation, and system requirements and constraints; (6) operations information; (7) advertising and public relations strategies employed to encourage use of MIC services by the OSU community; and (8) conclusions and observations after four years of operation. The report is supported by tables, graphs, and figures and supplemented by three appendices pertaining to fourth year activities, users of MIC current awareness services by academic department, and a description of computer programs and procedures. The MIC is currently operating with support from the OSU community now that the grant period has ended. (JPF)

**ED 154 780** IR 005 818

Miller, Richard E. Morton, Bruce

**Planning Information Services in the Liberal Arts College Library.**

Pub Date 77

Note—27p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*College Libraries, \*Information Services, \*Librarians, \*Library Administration, \*Library Facilities, \*Library Planning, \*Library Reference Services, \*Library Standards, \*Personnel Needs, \*University Libraries

A program and policy statement was developed by librarians at the Carleton College Library to address various planning demands being made of the library, to meet the specific and idiosyncratic information needs of the academic community, and to help clarify long range goals of the library and policies by which these goals may be successfully pursued. The statement includes enumeration and discussion of the following: (1) specific factors which influence the quality and quantity of information services; (2) information needs



which are seen as basic and recurring within the college community; (3) standards regarding the organization, development, and characteristics of the reference collection; (4) guidelines for reference facilities and environment; (5) personnel selection requirements and guidelines for professional development; and (6) evaluation procedures for the major elements of the information services program. A paradigm of the library planning process which graphically illustrates the complex relationships among the various parties to the planning process is included. (JPF)

**ED 154 781** IR 005 822

Wight, Lillian Grossman, A.  
Maximum Utilization of School Library Resources.  
Edmonton Public Schools, Alberta.  
Pub Date 77

Note—13p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Cooperative Teaching,  
\*Elementary School Libraries, \*Elementary  
School Students, Elementary School Teachers,  
Inservice Teacher Education, Librarians,  
\*Library Instruction, \*Library Role, Library  
Skills

Identifiers—Canada

The provision of a full-time teacher librarian at Westbrook elementary school under an educational opportunities fund project has made the library a functional, integral part of the total education program of the school. The full-time appointment enables the librarian to provide inservice activities for teachers, and to teach study and research skills as well as an appreciation of good literature. These activities have enabled both students and teachers to get maximum use of both the print and nonprint resources in the library. Shifts have occurred from teacher oriented to student oriented use, from a single text to a multimedia approach, and from scheduled to flexible usage. The library has become a workshop, a classroom, and a research center. Since the institution of the program, students in grades 4, 5, and 6 have shown mean increases on subtests of the Standard Reading Achievement Test, Canadian Test of Basic Skills, and Library Skills Test. Results from the tests used to measure student progress are appended. (Author/JPF)

**ED 154 782** IR 005 825

Jones, Harold D.  
Book Borrowing in Academic Libraries, 1964/65-1968/69. The Trend Was Down.

Pub Date Jan 72  
Note—12p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Books, College Libraries, \*College Students, \*Library Circulation, \*Library Surveys, Questionnaires, Statistical Data, \*University Libraries, Use Studies

After increasing for a decade, circulation of books at Brooklyn College reached a peak and then declined. A staff member sought circulation data from libraries whose parent institutions were members of the Association of Urban Libraries. These showed a similar phenomenon and a wider sample was sought, including public and private four-year colleges and universities. From data obtained from the 104 institutions surveyed, it was found that enrollment in the period studied increased by 29.7 percent, but books borrowed per reader declined by about 13 percent. Borrowing of reserve books declined even more. Borrowing trends were computed by dividing the total circulation per year by the number of full-time equivalent students. Student unrest, involvement, McLuhanism, the use of paperbacks and copying machines, larger classes, and fewer term papers, were suggested as causes. The surveyor suggested another factor: the law of diminishing returns. While enrollments increased very markedly, library space, collections, and staff did not increase in proportion. Recommendations for further study include the collection of data from a larger sample covering a longer period of time to reveal newer trends, to increase librarians' knowledge about one aspect of academic library output, and to disclose other independent variables which may have a functional relationship to the borrowing of books. (Author/JPF)

**ED 154 783** IR 005 827

Lukenbill, Shirley Lesser, Anita  
"Come to Chimeria!" 1978: A Librarian's Planning Handbook.

Texas State Library, Austin. Dept. of Library Development.

Pub Date 78

Note—48p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Adolescents, \*Children, \*Library Programs, Library Services, Manuals, \*Program Guides, Program Planning, \*Public Libraries, \*Summer Programs, Young Adults

This handbook, prepared to assist librarians in planning summer reading programs for children, includes suggestions on the following: (1) establishing program goals, objectives, and activities; (2) supplies, resources, and materials needed for the program; (3) sample registration, evaluation, and volunteer recruitment forms; (4) types of publicity programs that can be used to develop community awareness; and (5) specific program activities including story hours, creative dramatics/dance, puppetry, games, book talks, and special events. A subject bibliography enumerating references on selection and utilization of children's literature, planning and publicizing library programs, planning audiovisual programs, storytelling and booktalking, creative dramatics and games, and arts and crafts is appended. (JPF)

**ED 154 784** IR 005 840

Pogrow, Stanley

Implications of a Resource Approach to Data Management for Improving Intergovernmental Data Flows in Education.

Pub Date Mar 78

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 1978); Document may not reproduce clearly due to unevenness of type

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Computer Storage Devices, \*Data Bases, Data Collection, \*Educational Administration, Electronic Data Processing, Government (Administrative Body), \*Government Role, Improvement, \*Interagency Coordination, \*Management Information Systems

Problems associated with uncoordinated proliferation of data collection procedures will not be alleviated until educational agencies and legislative bodies, at both state and federal levels, view data as a scarce resource which must be managed efficiently. Better linkages must be made between the data transfer requirements generated by the legislative process and effective administrative procedures. A centrally controlled, computerized data base system with decentralized data access could optimize efficiency by condensing and storing data, while maintaining the same levels of data and administrative report generating capability. (Author/CMV)

**ED 154 785** IR 005 843

What Teachers Want from Sponsored Films.

Modern Talking Picture Service, New Hyde Park, N.Y.

Pub Date 75

Note—40p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Agricultural Education, Educational Research, \*Elementary Secondary Education, Film Production Specialists, Home Economics Education, \*Instructional Films, Instructional Materials, \*Needs Assessment, Physical Education, Science Education, Social Studies, \*Surveys, \*Teacher Attitudes

This collection of six pamphlets reports the results of a survey intended to supply information about what teachers in various fields desire in classroom films to sponsors and producers of 16mm motion pictures. A separate pamphlet is included for each of the following fields: (1) vocational agriculture, (2) physical education, (3) home economics, (4) science, (5) social studies, and (6) the elementary school. Areas in which teachers expressed their preferences included film style, film length, film content, teachers guides and supplementary materials, and type of cast and narrator. Teachers' comments are also reported. (STS)

**ED 154 786** IR 005 851

Parker, Edwin And Others

Information Systems. Technical Report No. 12.

Stanford Univ., Calif. Dept. of Communication. Spons Agency—National Iranian Radio and Television, Tehran.

Pub Date Dec 76

Note—219p.; For related document, see IR 005 859; Some pages marginally reproducible

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**

Descriptors—Annotated Bibliographies, \*Cataloging, \*Data Bases, \*Educational Television, \*Electronic Data Processing, \*Facility Requirements, Information Processing, \*Information Retrieval, Needs, On Line Systems, \*Specifications, Video Tape Recordings

An executive summary (chapter 1) provides an overview of this study to assess the needs and requirements of Educational Radio and Television of Iran (ERTI), and to analyze alternative information systems and services that could be used to facilitate the storage and retrieval of reports, books, films, and tapes in that organization. Chapter 2 includes detailed recommendations for a videotape and film library implemented with a manual card file-based system which would easily permit upgrading to computer-based technology at a later date. Chapter 3 provides detailed recommendations for implementation of the Educational Resources Information Center (ERIC) system and services in the ERTI library. Chapter 4 provides an analysis of ERTI computing requirements and makes recommendations for meeting them with the Micro 4000 system, a hybrid (computer-microform) mini-computer-based system. Four appendices provide detailed documentation of this system. Chapters 5, 6 and 7 review the capabilities of information systems in use at U.S. television networks, at RAI in Italy, at NHK in Japan, at major U.S. film studios, and at major scholarly archives. In addition, an annotated bibliography of background information on film archives likely to be of interest to ERTI librarians and archivists is included. (VT)

**ED 154 787** IR 005 852

Boettcher, J. Brekka, Lawrence T.

Manpower Forecasting Model for Educational Planning. Technical Report No. 13.

Stanford Univ., Calif. Stanford Electronics Labs. Spons Agency—National Iranian Radio and Television, Tehran.

Pub Date Dec 76

Note—41p.; Appendix B not included due to poor quality of the original; For related document, see IR 005 859

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Budgeting, \*Computer Oriented Programs, Developing Nations, \*Economic Development, \*Educational Planning, \*Expectancy Tables, \*Manpower Needs, \*Models, Prediction, Training

Identifiers—Iran

This report describes how Educational Radio and Television of Iran (ERTI) can use economic and manpower projection data in its planning. A summary of the conclusions reached in regard to Iran's most important education and training needs is followed by discussion of the particular types of information needed by ERTI and its availability. The description of computer model for projecting Iranian manpower and educational needs as a function of national economic growth and development is appended. (VT)

**ED 154 788** IR 005 853

Djawan, Djafar Esmaili

System Planning for Agricultural Education in Developing Countries. Technical Report No. 14.

Stanford Univ., Calif. Stanford Electronics Labs. Spons Agency—National Iranian Radio and Television, Tehran.

Pub Date Dec 76

Note—238p.; Fig. IV. 19 (p181-192) may reproduce poorly; For related document, see IR 005 859

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**

Descriptors—Adult Education, \*Agricultural Education, Course Content, Course Descriptions, \*Curriculum Development, \*Developing Nations, \*Educational Radio, \*Educational Television, Planning, \*Systems Approach, Tables (Data)

Identifiers—Iran

The purpose of this report is to define a systematic process for developing television and radio programs to support the education of farmers in developing nations and apply that process to the Iranian situation. The first part of the step by step process is the development of the set of courses for the broadcast media in conjunction with national agricultural planners and agricultural subject area experts; the result is a sequence of specific course elements defined for production. The second part of the process results in a series of broadcast schedules for the different transmis-

sion stations of the country. The report provides an analysis of Iran's National Cropping Plan, the definition of content of the courses, and the definition of broadcast schedules. A number of charts and tables detail the present agricultural situation in Iran. (VT)

**ED 154 789** IR 005 854

*Lusignan, Bruce B. And Others*

**The Need for Higher Education in Iran. Technical Report No. 16.**

Stanford Univ., Calif. Stanford Electronics Labs. Spons Agency—National Iranian Radio and Television, Tehran.

Pub Date Dec 76

Note—154p.; Best copy available, Appendix D (p141-145) will not reproduce; For related document, see IR 005 859

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—Case Studies (Education), Computer Oriented Programs, \*Cost Effectiveness, Curriculum Development, \*Developing Nations, \*Educational Needs, Educational Planning, \*Educational Television, \*Higher Education, Instructional Design, Manpower Needs, \*Resource Allocations

Identifiers—Iran

The role of television in meeting the need for higher education in Iran is discussed. Topics covered in the first chapter include impact on a typical curriculum, transition characteristics, television production techniques, cost effectiveness, additional applications, and centralization or duplication. The second chapter presents a planning process for the expansion of university education using educational television, and describes a case study (Pahlavi University, Shiraz, Iran) that highlights some of the key considerations in the implementation of effective programs. Reports on educational television use in the United States and Great Britain and ETV design and production are appended, as well as degree program course listings and a computer program listing. (VT)

**ED 154 790** IR 005 855

*Feilders, John*

**The Use of Media in Occupational Training in Iran. Technical Report No. 17.**

Stanford Univ., Calif. Stanford Electronics Labs. Spons Agency—National Iranian Radio and Television, Tehran.

Pub Date Dec 76

Note—93p.; For related document, see IR 005 859

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Audiovisual Aids, Cost Effectiveness, Developing Nations, Instructional Design, \*Manpower Needs, \*Media Selection, On the Job Training, Resource Allocations, Student Characteristics, \*Training, \*Vocational Education

Identifiers—Iran

Specific skill training of the kind usually done on the job (and occasionally by trade schools) is considered in terms of the specific training of people to allow them to function effectively in their occupations. To define the potential role of media in this type of training, a review of major U.S. media-based training programs was conducted. Experiences with media training in three areas are described: managerial and administrative orientation and training; training clerical, sales, and service personnel; and training industrial production personnel. In each area, audience characteristics, choices of media, and implementation considerations are discussed. Appendices describe the uses of media in occupational training programs in such U.S. agencies as American Analysis Corporation, Bank of America, Los Angeles Police Academy, and Stanford School of Medicine. (VT)

**ED 154 791** IR 005 856

*Brekka, Lawrence T.*

**Statement of Purpose for Educational Radio and Television of Iran. Technical Report No. 18.**

Stanford Univ., Calif. Stanford Electronics Labs. Spons Agency—National Iranian Radio and Television, Tehran.

Pub Date Dec 76

Note—105p.; For related document, see IR 005 859

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Cost Effectiveness, Developing Nations, \*Educational Alternatives, Educational Development, \*Educational Planning, \*Educational Radio, \*Educational Television,

Innovation, Literacy, Manpower Needs, Needs Assessment, \*Objectives, \*Policy Formation, \*Resource Allocations

Identifiers—Iran

A statement of purpose for Educational Radio and Television of Iran (ERTI) in Iran's education and development process proposes that ERTI act as a leader and innovator in programs covering a wide range of subject matter and involving both broadcasting and non-broadcasting activities. A balanced program is suggested here which would enable the organization to have a much greater effect on Iran's needs than its present limited activities. Subsequent sections include the statement of purpose, a description of how it was developed, and recommendations for specific activities which would make the statement operational. The final section describes the implications of the statement for implementing programs given ERTI's staffing and facilities. (Author/VT)

**ED 154 792** IR 005 857

*Brekka, Lawrence T.*

**Proposed Literacy Program Activities for Educational Radio and Television of Technical Report No. 19.**

Stanford Univ., Calif. Stanford Electronics Labs. Spons Agency—National Iranian Radio and Television, Tehran.

Pub Date Dec 76

Note—31p.; For related document, see IR 005 859

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Adult Literacy, Continuous Learning, Curriculum Design, \*Developing Nations, \*Educational Radio, \*Educational Television, \*Instructional Design, \*Literacy, Motivation, National Programs, Needs Assessment, Planning

Identifiers—Iran

This report proposes a role for Educational Radio and Television of Iran (ERTI) in the national literacy campaign. Joint planning activities are proposed between ERTI and the National World Literacy Campaign (NWLC) to develop long range media support of the campaign. Key findings and recommendations are summarized. Subsequent sections give background on the national literacy campaign in Iran, and on the potential role of media in motivational and reinforcement programs, basic instructional programs, and advanced instructional programs. Discussion of literacy programs from outside Iran includes a description of the Lahore (Pakistan) literacy television pilot project. (Author/VT)

**ED 154 793** IR 005 858

*Brekka, Lawrence T. Revani, Behruz*

**Use of Television and Teacher Training. Technical Report No. 20.**

Stanford Univ., Calif. Stanford Electronics Labs. Spons Agency—National Iranian Radio and Television, Tehran.

Pub Date Dec 76

Note—100p.; Pages 7-18 of Appendix C have been removed due to poor reproducibility; For related document, see IR 005 859

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Computer Oriented Programs, Cost Effectiveness, Developing Nations, \*Educational Demand, \*Educational Television, Enrollment, Manpower Needs, \*Models, \*Resource Allocations, Systems Development, \*Teacher Education

Identifiers—Iran

The potential value of the use of television in teacher training in Iran to help fill the gap between the present work force of teachers and the number needed for full enrollment of the nation's children at the elementary and secondary levels is considered. A computer model which has been developed to permit quick and easy assessment of the impact of alternative educational strategies, including educational television (ETV), is provided for use by Educational Radio and Television of Iran (ERTI) in planning its role in teacher training. The report contains a summary of the major findings and recommendations, description of the background research which led to the development of the analysis, and the analytical model and its result. Appendix A presents a brief overview of how ETV has been successfully used in a range of applications at the elementary, secondary, and post secondary levels outside Iran. Appendix B includes detailed information from a survey on ETV use in such institutions as Chicago TV College, Outreach Consortium, Oregon State University, and British Open University. (VT)

**ED 154 794** IR 005 859

**Executive Summary: Program Planning Assistance.**

Stanford Univ., Calif. Stanford Electronics Labs. Spons Agency—National Iranian Radio and Television, Tehran.

Pub Date 76

Note—52p.; For related documents, see ED 115 278 and IR 005 851-858

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Cost Effectiveness, \*Developing Nations, \*Educational Needs, \*Educational Radio, \*Educational Television, Growth Patterns, Manpower Utilization, \*Program Planning

Identifiers—Iran

The conclusions and recommendations of nine other reports concerning the educational needs of Iran and the role of television in meeting these needs are summarized. Chapter 1 discusses educational needs, the effectiveness of television in education, and the recommended role for Educational Radio and Television of Iran (ERTI). Chapter 2 deals with more specific subject area recommendations in higher education; primary, guidance cycle, and high school; literacy; farmer education; and occupational training. The capabilities of ERTI and potential ERTI program areas are discussed in more detail in the final chapter, and a suggested schedule for planning and implementation is given. (VT)

**ED 154 795** IR 005 860

*Bigelow, Bruce E.*

**The Denison Simulation Center: A Result of Three Years of Research on Simulation.**

Pub Date Mar 78

Note—20p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Canada, March 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Educational Research, \*Evaluation Methods, Game Theory, Problem Solving, Program Descriptions, Publications, \*Simulation, Teaching Techniques, Values

This paper attempts to summarize briefly the history of the Denison University project for learning through simulation, detailing the range of research, development, education and training, and evaluational efforts which resulted in the establishment of the Denison Simulation Center. The paper includes an explanation of the services currently provided by the Center, and discusses proposals now under consideration to insure its continued operation. A list of the faculty papers and publications available from the Center is contained in the appendix. (Author)

**ED 154 796** IR 005 872

*Chambers, Jack A.*

**The ABC's of CAL: A Handbook for Faculty. Second Edition, 1977-78.**

California State Univ., Fresno.

Pub Date 78

Note—109p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Annotated Bibliographies, \*Catalogs, College Faculty, \*Computer Assisted Instruction, Computer Programs, Educational Resources, \*Higher Education, Manuals, Organizations (Groups), Professional Associations, Program Descriptions, \*Programed Materials

Identifiers—BASIC Programming Language, Computer Software

Information for college faculty members provided by this handbook on computer assisted instruction (CAI) includes (1) CAI sites to visit, (2) a reading list, (3) CAI related organizations, (4) courseware sources, (5) CAI conference calendar, 1977-78, and (6) resource persons in a variety of disciplines. Appended is a catalog of CAI courseware available from California State University at Fresno. Program abstracts are provided for those programs given a high rating by faculty evaluators. These programs have been completely rewritten in a structured BASIC, documented, and tested. (Author/STS)

**ED 154 797** IR 005 887

*Gallagher, Margaret*

**Broadcasting and the Open University Student.**

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Pub Date 77

Note—160p.; Best copy available

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Educational Planning, \*Educational Radio, Educational Technology, \*Educational Television, \*External Degree Programs, Higher Education, Instructional Technology, Mass Media, \*Open Education, Questionnaires, Student Attitudes, Student Opinion, Summative Evaluation, \*Surveys, \*Use Studies  
**Identifiers**—Open University (Great Britain)

The purpose of this study, conducted in 1976, was to update and extend the 1974 survey entitled "Student Use of Open University Broadcasting" or the Bates Report. It was also intended to assist broadcast policy and planning decisions and to furnish individual course teams with summative evaluation data on student use of broadcasting. The report is divided into three major sections: (1) design of the survey including the sample, the questionnaire, and analysis and interpretation; (2) survey results including availability of audiovisual equipment, use of open forum broadcasts, viewing and listening on individual courses, and student views on the need for program repeats; and (3) factors affecting the use of broadcasting. Appendices are not included. (STS)

**ED 154 798** IR 005 888

*Salomon, Gavriel*  
**The "Languages" of Media and the Cultivation of Mental Skills.**

Pub Date Mar 78

Note—45p.; Paper presented to the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 1978)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Art, \*Cognitive Processes, \*Cognitive Style, \*Learning Modalities, \*Learning Processes, \*Media Research, \*Mediation Theory, Modeling (Psychological), Psycholinguistics, Symbolic Language

The class of media characteristics, which is generic to them and which may be of potentially great relevance to learning, is the way in which media select, highlight, structure, and present information, i.e., their "languages" or symbol systems. How, if at all, and why do symbol systems, in general, differentially relate to cognition and learning? First, they address themselves to different aspects of the content conveyed through them. Second, they are processed by different cognitive systems or apparatus; hence, given, a particular learner and a particular task, some require more mental effort to process than others. Third, symbol systems vary as to the mental skills they require. Finally, media's symbol systems, which are internalizable and used as tools of thought, can cultivate mental skills. Three functions are attributed to codes that qualify them as skill-cultivators: activating skills, short-circuiting skills, and supplanting skills. If media's symbol systems can indeed affect, or be made to affect, the mastery of mental skills, then using and studying media as convenient delivery systems miss perhaps their greatest potentials and dangers. (VT)

**ED 154 799** IR 005 892

*Praet, David*  
**Cybernetic Principles in the Design of Instruction.**

Pub Date Mar 78

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 1978)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Ability Grouping, Curriculum Design, \*Cybernetics, Educational Development, Input Output Analysis, \*Instructional Design, \*Instructional Systems, Student Characteristics, \*Systems Approach, Systems Building

Social, philosophical, and economic pressures are confronting curriculum designers with the major problem of designing instruction which produces consistently high learning despite wide variation in student characteristics. This is essentially a cybernetic question of regulating variety in a system to produce a stable output. It is observed that biological, contrived, and social systems all maintain a steady state by means of such devices as recognition of desired output, attenuation of input variety, sensing and signalling functions, and intervention mechanisms. Parallels to instruction suggest five basic propositions which relate to the design of instruction capable of producing consistently high learning output. (Author)

**ED 154 800** IR 005 895

**CAI Administrative Guide.**

Education Service Center Region 4, Houston, Tex.

Pub Date 77

Note—21p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Adult Basic Education, \*Computer Assisted Instruction, \*Educational Administration, \*Educational Planning, Educational Technology, Elementary Education, Guidelines, High School Equivalency Programs, \*Individualized Instruction, Instructional Technology, Programed Materials, Teaching Methods

This guide provides information for those administrators considering the installation of terminals for computer assisted instruction in their schools or districts. Some specific information relating to computer assisted instructional programs provided for the region known as the Gulf Texas Multi-Regional Processing Center is given. Issues discussed include: (1) organizing for implementation, (2) lab location and terminals, (3) benefits and responsibilities of the system, (4) student scheduling and attendance, (5) inservice preparation for teachers, (6) public relations, and (7) support services. (STS)

**ED 154 801** IR 005 896

*Klein, M. Frances*

**About Learning Materials.**

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 78

Note—55p.

Available from—Association for Supervision and Curriculum Development, Suite 1100, 1701 K Street, N.W., Washington, D.C. 20006 (611-78134, \$4.50)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Annotated Bibliographies, \*Criteria, Educational Resources, Elementary Secondary Education, \*Evaluation, Evaluation Methods, \*Instructional Materials, Manuals, Material Development, Publications, Publishing Industry, \*Resource Guides, Textbook Evaluation, Textbook Publications

This handbook is intended for those persons who have the responsibility for selecting learning materials for student use. The primary emphasis is on learning materials intended for wide distribution, such as those produced by commercial publishers. An annotated listing is provided of approximately 40 resource publications dealing with the identification and evaluation of instructional materials. Problems in developing and evaluating learning materials, as well as major issues in the instructional materials field including the curriculum reform movement, are discussed. Appended is an article by Richard I. Miller entitled "Selecting New Aids to Teaching." (Author/STS)

**ED 154 802** IR 005 898

*Hofstetter, Fred T.*

**Second Summative Report of the Delaware PLATO Project.**

Delaware Univ., Newark.

Pub Date 77

Note—77p.; For related document, see IR 005 897; Parts may reproduce poorly due to print quality

Available from—University of Delaware, PLATO Project, Newark, Delaware 19711 (\$5.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Computer Assisted Instruction, Computer Graphics, Departments, \*Educational Development, Educational Games, \*Evaluation Methods, \*Higher Education, Individualized Instruction, \*Programed Instruction, Programming, Student Evaluation  
**Identifiers**—\*PLATO Computers, University of Delaware

Begun on an experimental basis in March 1975, the ongoing PLATO project at the University of Delaware has become an established part of the University's academic program. This descriptive report is divided into three sections: (1) project history and development, including organization, utilization, instructor and author training, and projections for future growth; (2) departmental applications from 18 academic departments; and (3) project evaluation, including evaluation model, student questionnaires, controlled experiments, project reports, and overall

educational value of PLATO for the university. Appended is a list of programs under development. (STS)

**ED 154 803** IR 005 899

*Mott, Charles J.*

**A Decade of Experimentation with the Audio-Tutorial System.**

Pub Date Nov 77

Note—9p.; Paper presented at the Annual Conference of the International Congress for Individualized Instruction

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Audiovisual Aids, \*Autoinstructional Programs, Community Colleges, Earth Science, \*Individualized Instruction, Junior Colleges, Mastery Learning, Pacing, Success Factors, \*Time Factors (Learning), Tutorial Programs

The audio-tutorial systems in earth science was developed at St. Petersburg Junior College in response to an unacceptable but not atypical student failure rate at the community college level. This description of the program includes: (1) history of program development, (2) use of student tutors, (3) experimentation with a student paced, mastery learning approach, (4) use of lecture tapes and transcripts, (5) comparison by sex in a self-paced experiment, and (6) equipment employed. The audio-tutorial system resulted in a significant reduction in failure rate in the earth science course. (STS)

**ED 154 804** IR 005 900

*Liston, David M. And Others*

**Study of the Effectiveness of OCR for Decentralized Data Capture and Conversion. Final Report.**

ORI, Inc., Bethesda, Md. Information Systems Div.

Spons. Agency—National Science Foundation, Washington, D.C.

Report No.—ORI-TR-1296

Pub Date Feb 78

Grant—DSI-76-14760 (NSF)

Note—184p.; Appendices B, C, D on pages 87-140 are minimally legible; Some intermittent pages also contain forms which will not reproduce

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

**Descriptors**—Bibliographic Citations, Cost Effectiveness, \*Data Bases, Data Collection, Electronic Data Processing, Electronic Equipment, \*Evaluation, Evaluation Methods, \*Information Processing, Information Systems, \*Input Output Devices, Machine Translation, \*Optical Scanners

**Identifiers**—ERIC, \*Optical Character Recognition (OCR)

The ERIC network conversion to an OCR (Optical Character Recognition) mode of data entry was studied to analyze the potential effectiveness of OCR data entry for future EPC/s (Editorial Processing Centers). Study results are also applicable to any other system involving decentralized bibliographic data capture and conversion functions. The report does not recommend such OCR applications unless: (1) all OCR keying can be done on standardized forms; (2) consistent high quality of character images keyed on OCR forms can be maintained; and (3) suitable methods can be devised for coping with special notation (e.g., mathematical, chemical). The report contains performance data on both the OCR keying and OCR scanning functions, and provides a cost/savings analysis. Practical guidelines are provided for the implementation and operation of OCR data entry systems. (Author)

**ED 154 805** IR 005 908

*Bearley, William*

**Information Systems: Fact or Fiction.**

Pub Date Oct 77

Note—13p.; Paper presented at the Xerox Computer Users' Group (Palm Springs, California, October 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Community Colleges, \*Computer Oriented Programs, \*Electronic Data Processing, \*Higher Education, Information Systems, \*Management Information Systems, On Line Systems, \*Programming, Time Sharing  
 Rising costs of programming and program maintenance have caused discussion concerning the need for generalized information systems. These would provide data base functions plus complete report writing and file maintenance



capabilities. All administrative applications, including online registration, student records, and financial applications are running on such a system at Citrus College with no traditional application programs. Using the system, typical reports are implemented in minutes, and often by users. Application maintenance has been cut to less than five percent of the total programming time, allowing 95 percent for user requests. New systems are implemented in a fraction of the time it takes with traditional programming. File maintenance, reporting, and miscellaneous functions as well as seven processes defined for CP-V are enumerated. (Author/JPF)

**ED 154 806** IR 005 909

*Dunn, James A.*  
**Publisher Procurement for Educational Products.**  
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 77

Contract—NIE-C-0142

Note—39p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Educational Resources, Instructional Materials, \*Marketing, \*Models, \*Publishing Industry

This monograph explores various aspects of the publisher solicitation process for commercial distribution of educational materials. A brief matrix typology for the conceptual classification of various solicitation models or strategies is developed. This is followed by a discussion of one such model: the negotiated publisher solicitation or product brokering between a potential publisher and product developer with an explanation of the major dimensions along which publishers vary and how the publishing world is organized. A case history illustrates the use of the models in the various publisher solicitation activities undertaken in a major career education curriculum development project. Based on experiences in the project and the analysis of publisher characteristics and the procurement process, the author offers recommendations to assist product developers and sponsors in securing a publisher for commercial distribution of their materials. These include: (1) start the search for a potential publisher of a product that is being developed as soon as possible; (2) develop a series of special materials to assist the publisher in evaluating the product; and (3) the sponsor should give special attention to the identification and prioritization of the real goals regarding a product when selecting a publisher. (Author/JPF)

**ED 154 807** IR 005 916

*Burns, Mary Ada*

**The Relationship between the Use of the San Diego State University Library and Selected Personal Characteristics of the Student Population.**

Pub Date Dec 77

Note—74p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Educational Technology, \*Graduate Students, Information Seeking, Library Collections, Library Science, Questionnaires, \*Resource Centers, \*Student Attitudes, \*Student Characteristics, Student Opinion, \*Use Studies

This study examined the relationship between the use and non-use of the Education Resource Center (ERC) at the San Diego State University Library and selected socioeconomic characteristics of graduate students enrolled in educational technology and librarianship classes. A questionnaire was administered to a sample population of 181 students; 140 were returned. While analysis of the data using the Statistical Program for the Social Sciences (SPSS) found relatively small differences between the personal characteristics of users and non-users, two patterns based on other variants were indicated: library usage increased as students progressed through the university; and the average non-user, while as intelligent or academically competent as the user, regarded the use of the library as strictly course related. Frequency analysis distributions are summarized and tabulated for the following areas: service and reference materials; print materials; media software; function of the ERC; students' feelings toward the ERC; students' use and opinion of the university library and other libraries; and personal characteristics. Recommendations for further research include conducting

another study that could better isolate the factors which contribute to use and non-use of the ERC by students. The questionnaire and students' comments are appended. (Author/JPF)

**ED 154 808** IR 005 917

*Davenport, Cynthia A.*

**A Study of Document Retrieval Times: An Example of How Data and Evaluation Can Lead to Improved Decision Making in Academic Libraries.**

Pub Date 77

Note—20p.; Best copy available

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Centralization, Data Collection, \*Decision Making, \*Evaluation Methods, \*Library Administration, \*Library Collections, Library Facilities, Library Surveys, Operations Research, \*University Libraries

A document retrieval study conducted before and again after the building of a more centralized library at Syracuse University is used as an example of the kind of data gathering which can lead to improved decision making and evaluation of library services by library administrators. The study is discussed in detail to facilitate replication and to assist administrators in calculating the effect major changes or potential changes in library organization will have on the amount of time it takes to locate and retrieve materials. A specific application of the study would be to determine the extent to which a centralized library would be advantageous to a particular campus by measuring degrees of "cross over" and the impact changes in library organization would have on current library usage patterns, as well as the effects of changes in library organization on retrieval times, need for patron assistance, and management. Suggestions are offered for more effective data gathering and administrators are urged to use data to support their decisions. (Author/JPF)

**ED 154 809** IR 005 918

*Froschl, Merle Williamson, Jane*

**Feminist Resources for Schools and Colleges: A Guide to Curricular Materials. Revised Edition.**  
State Univ. of New York, Old Westbury. Coll. at Old Westbury. Feminist Press.

Pub Date 77

Note—73p.

Available from—Feminist Press, Box 334, Old Westbury, New York 11568

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Annotated Bibliographies, Books, Early Childhood Education, \*Educational Resources, Elementary Secondary Education, \*Feminism, Higher Education, \*Nondiscriminatory Education, \*Sex Discrimination, \*Sex Role

This resource listing is a selective annotated bibliography of nonsexist books, pamphlets, articles, and other materials for teachers, students, librarians, and parents. The five major divisions represented in the bibliography are: Overview, Preschool and Elementary Education, Secondary Education, Higher Education, and Sources for Further Information. The Overview section begins with basic readings on consciousness-raising and feminist theory; five other categories within the section are Book Studies, For the Counselor, Law, Sports, and Strategies for Change. The next three sections, organized according to educational level, are each divided into Readings and Curriculum. The final section includes general and education bibliographies, a guide to nonprofit resources, organizations active in eliminating sex discrimination in the schools, newsletters and journals, and publisher/book distributors. Entries in each section are arranged alphabetically by author, followed by title, imprint and/or source of availability, date of publication, and brief annotation. This is a revised listing of the first edition published in 1973. (Author/JPF)

**ED 154 810** IR 005 922

*Peterson, Anita R.*

**Library Service to the Spanish Speaking.**

Inglewood Public Library, Calif.

Pub Date 77

Note—57p.; Document may not reproduce clearly due to small print

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Librarians, \*Library Administration, Library Planning, \*Library Services, Library Standards, \*Manuals, \*Public Libraries, \*Spanish Speaking  
Identifiers—California

This manual was developed to formalize Inglewood Public Library's existing policies and programs regarding library services to the Spanish speaking, and to define future program goals. The introduction discusses why such services have been initiated, why the manual was developed, and the potential benefits the manual has for library administrators, professional staff, and library school students. Chapter 2 enumerates the objectives, goals, and activities for administering the program and its resources and services. Chapter 3 discusses the functions of the program, its organizational structure within the library, and lists staff position descriptions and duties. Chapter 4 discusses the selection and acquisition, cataloging and processing, collection maintenance, and circulation of the library's print and nonprint collections. Chapter 5 describes publicity programs, reference services, and recreational, cultural, and educational programs; sample flyers and announcements are included. Various methods for determining the effectiveness of the library's services and programs for the Spanish speaking are contained in Chapter 6. Future plans with regard to collection development, services, and programs conclude the report. (JPF)

**ED 154 811** IR 005 928

*Capps, Marie T. Stroup, Theodore G.*

**U.S. Military Academy Library Map Collection: The Period of the American Revolution, 1753-1800. Occasional Paper No. 1.**

Military Academy, West Point, N.Y. Library.

Pub Date 71

Note—89p.; Maps which have been reproduced are of marginal legibility

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Archives, \*Catalogs, \*Library Collections, \*Maps, Research Tools, \*Revolutionary War (United States)

This descriptive map list has been compiled as a finding aid for historians, geographers, teachers, librarians, students, and others who have need for maps of America during the Revolutionary War period. The map descriptions are arranged in seven geographical sections: North America, Canada, New England, Middle Atlantic Region, West Point and vicinity, South Atlantic Region, and the Appalachians. Each description includes the following information: (1) title; (2) bibliographic data; (3) size; (4) scale; (5) present geographical identification; and (6) brief description of the geographical and cultural features. All maps are in the United States Military Academy Library Map Collection. (Author/JAB)

**ED 154 812** IR 005 929

*Capps, Jack L. And Others*

**The William Faulkner Collection at West Point and the Faulkner Concordances. Occasional Paper No. 2.**

Military Academy, West Point, N.Y. Library.

Pub Date 74

Note—34p.

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*American Literature, Archives, \*Authors, Booklists, \*Concordances, \*Library Collections, Structural Analysis, \*Twentieth Century Literature

Identifiers—\*Faulkner (William)

A milestone in the broadening humanities curriculum and involvement with Faulkner scholarship at the United States Military Academy at West Point was William Faulkner's visit to the Academy in April 1962. The West Point Faulkner Collection holds a complete set of first editions of the author's books, a major gathering of secondary and association materials, and several concordances which have been completed as part of a full-scale Faulkner Concordance project. A selective listing of the collection is included. (Author/JAB)

**ED 154 813** IR 005 942

*George, Mary W.*

**English Literature: Selected Basic Reference Works.**

Michigan Univ., Ann Arbor. Univ. Libraries.

Pub Date Jan 75

Note—40p.; Graduate Library Guide Series

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Annotated Bibliographies, \*English Literature, \*Library Guides, \*Reference Materials, University Libraries

The major resources for the study of English literature are described including works (1)

covering the whole spectrum, and (2) works dealing with particular periods—medieval through the 20th century, and genres—poetry, drama, and prose. Emphasis is placed on criticisms and bibliographies of primary sources, and a title and author index is provided. Omitted are general reference works for the social sciences and humanities, language and usage dictionaries, books of proverbs and quotations, histories, bibliographies of special subjects such as printing, and bibliographies of individual authors. (Author/MBR)

**ED 154 814** IR 005 943

Fritz, Alvin  
**American Literature: Selected Basic Reference Works.**

Michigan Univ., Ann Arbor. Univ. Libraries.  
Pub Date Sep 75

Note—27p.; Graduate Library Guide Series

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*American Literature, \*Annotated Bibliographies, \*Library Guides, \*Reference Materials, University Libraries

Designed for use by graduate students, this guide describes selected research materials in American literature, with emphasis on bibliographies of criticism. Also included are histories, basic guides, biographies, American language dictionaries, encyclopedias, and bibliographies of primary works, together with a title and author index. Omitted are general reference works for the social sciences and humanities, style manuals, and language usage, general, quotation, and literary term dictionaries. (Author/MBR)

**ED 154 815** IR 005 944

Dunlap, Connie R.

**French Language and Literature: A Selected Annotated Bibliography.**

Michigan Univ., Ann Arbor. Univ. Libraries.  
Pub Date Aug 74

Note—55p.; Graduate Library Guide Series

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Annotated Bibliographies, Drama, \*Foreign Language Books, \*French Literature, \*Library Guides, Poetry, Prose, \*Reference Materials, University Libraries

Designed for use by graduate students, this guide describes selected French language and literature materials including basic national, trade, period, and current bibliographies; encyclopedias and biographical dictionaries; historical and literary works; current newspapers and periodicals; materials on each of the literary genres; and stylistics. Citations are listed alphabetically in each category; a separate author/title index is not provided. (MBR)

**ED 154 816** IR 005 945

York, Grace Ann

**The American Revolution, 1763-1783: Selected Reference Works.**

Michigan Univ., Ann Arbor. Univ. Libraries.  
Pub Date Oct 76

Note—34p.; Graduate Library Guide Series

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Annotated Bibliographies, Graduate Students, \*Library Guides, \*Reference Materials, \*Revolutionary War (United States), University Libraries

Basic tools for research in American revolutionary history are described, with emphasis on American sources and reference to key British sources. Included are basic guides to primary and secondary sources, bibliographies, histories, dissertations, dictionaries and encyclopedias, biographies, atlases, and statistics, together with a title and author index. The user is referred to the microform collections, as well as the books, manuscripts, maps, and collected papers in the Department of Rare Books and Special Collections for additional materials. (Author/MBR)

**ED 154 817** IR 005 948

Stewart, R. C. Byrnes, Margaret  
**Special Microform Collections.**

Michigan Univ., Ann Arbor. Univ. Libraries.  
Pub Date Sep 77

Note—33p.; Graduate Library Guide Series

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Annotated Bibliographies, Bibliographies, Library Collections, \*Library Guides, \*Microforms, Newspapers, Periodicals, University Libraries

Focusing on the major collections in the microform reading room at the University of Michigan Library, this guide lists only those col-

lections for which there are indexes or guides in the microform reference collection. Materials described include personal family and presidential papers, early American newspapers, bibliographies of books and periodicals printed in early America and England, manuscripts, and dissertations. Excluded are the library's holdings of American and foreign newspapers, journals, and smaller special collections. The table of contents provides cross references to alternate titles for collections listed. (Author/MBR)

**ED 154 818** IR 005 949

Beaubien, Anne K.

**Psychology: Selected Basic Reference Works.**

Michigan Univ., Ann Arbor. Univ. Libraries.  
Pub Date Sep 77

Note—36p.; Graduate Library Guide Series

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Annotated Bibliographies, \*Library Guides, Periodicals, Psychological Tests, \*Psychology, \*Reference Materials, University Libraries

Designed for graduate students in clinical, community, developmental, personality, and social psychology, this guide describes the major resources for library research in psychology, with emphasis on key indexes, abstracts, and bibliographies leading to empirical and theoretical studies. Also included are research guides, encyclopedias and handbooks, literature reviews, current journals, dictionaries, dissertations, psychological tests, and biographies, with a title and author index. Entries in chapters II-IV are arranged in a search strategy order effective for solving research problems, with additional reference works listed in chapter I and supplementary materials in chapters VII-X. (Author/MBR)

**ED 154 819** IR 005 950

**Annual Report of the Council of the Association for the Year Ending 31st December, 1973.**

Library Association, London (England).

Pub Date 74

Note—37p.; For related documents, see IR 005 951-953

Available from—Nichols Publishing Company, P.O. Box 96, New York, New York 10024 (Free)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Annual Reports, \*Interagency Cooperation, \*Library Associations, \*Library Programs, \*Library Services, Publications, School Libraries, Special Libraries, University Libraries

Identifiers—United Kingdom

Topics summarized in this annual report of the Library Association for 1973 include the advent of the British Library; effects of local government reorganization upon public libraries and their staffs; possible introduction of a public lending right; threat of VAT on books and journals, and effects on the Open University libraries; increased book prices; future of the Library Association's qualifications; emergence of the Commonwealth Library Association; research and development relating to reading for the visually handicapped, non-book media cataloging rules, aids for slow learners, duties of library professionals and non-professionals, and archive and record management; general review of the Library and Information Bureau; and service and salary conditions in public, university, college, school and special libraries. A list of new publications by the Association and brief reports by representatives on joint committees and other organizations are also provided. (Author/MBR)

**ED 154 820** IR 005 951

**Annual Report of the Council of the Association for the Year Ending 31st December, 1974.**

Library Association, London (England).

Pub Date 75

Note—37p.; For related documents, see IR 005 950-953

Available from—Nichols Publishing Company, P.O. Box 96, New York, New York 10024 (Free)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Annual Reports, \*Interagency Cooperation, \*International Relations, \*Library Associations, \*Library Programs, \*Library Services, Publications, School Libraries, Special Libraries, University Libraries

Identifiers—United Kingdom

Topics summarized in this annual report of the Library Association for 1974 include continued development in international cooperation; the fu-

ture of professional qualifications; a Working Party on Association Services report regarding the efficient running of the Association; careful budget planning due to the steady advance of inflation; establishment of the British Library reference, lending, and bibliographical services; the public lending right; research and development relating to Dewey Decimal classification, reading needs of the illiterate and semi-literate, library archives, interchange of machine readable bibliographic information, and cataloging rules; review of the Library Association Library and the Information Bureau activities; and service and salary conditions in public, university, college, school, and special libraries. A list of new publications by the Association and brief reports by representatives on joint committees and other organizations are also provided. (Author/MBR)

**ED 154 821** IR 005 952

**Annual Report of the Council of the Association for the Year Ending 31st December, 1975.**

Library Association, London (England).

Pub Date 76

Note—38p.; For related documents, see IR 005 950-953

Available from—Nichols Publishing Company, P.O. Box 96, New York, New York 10024 (Free)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Annual Reports, \*Interagency Cooperation, International Relations, \*Library Associations, \*Library Programs, \*Library Services, Publications, School Libraries, Special Libraries, University Libraries

Identifiers—United Kingdom

Topics summarized in this annual report of the Library Association for 1975 include reduction of number and functions of standing committees; continued international relations; success of the Commonwealth Library Association (COMLA); professional library education; cuts in library expenditure; association membership; research and development relating to libraries and literacy, library service in multi-racial communities, Dewey Decimal classification, services for the visually handicapped and the disadvantaged, bibliographic standards, management training for librarianship, and cataloging rules; and salaries and conditions of service in public, university, college, school, and special libraries. A list of new and pending Association publications, and brief reports by representatives on joint committees and other organizations are also provided. (Author/MBR)

**ED 154 822** IR 005 953

**Annual Report of the Council of the Association for the Year Ending 31st December, 1976.**

Library Association, London (England).

Pub Date 77

Note—35p.; For related documents, see IR 005 950-952

Available from—Nichols Publishing Company, P.O. Box 96, New York, New York 10024 (Free)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Annual Reports, \*Interagency Cooperation, International Relations, \*Library Associations, \*Library Programs, \*Library Services, Publications, Public Libraries, University Libraries

Identifiers—United Kingdom

Topics summarized in this annual report of the Library Association for 1976 include improved contact between branch and headquarters staff; continued international relations; efforts to capture interests of groups and individuals outside the Library Association; public lending right, and economic cuts; closer liaison with people and organizations interested in the work of libraries; association membership; professional librarian qualifications; research and development relating to management training in librarianship, mobility of librarians in Europe, library statistics, book and periodical prices, bibliographical standards, cataloging rules, Dewey Decimal classification, future of the British Union Catalogue of Periodicals (BUCOP), multi-cultural library service, and service to the disadvantaged, a Royal Commission on the National Health Service, local library cooperation, and Association standards; conditions of service and salaries in public, and university libraries; and a summary of British Library activities. A list of new and pending Association publications, and brief reports by representatives on joint committees and other organizations are also provided. (Author/MBR)

## ED 154 823

IR 005 955

Frankel, Edith, Comp.

**Drama: A Guide to Theater Materials in the Frederick W. Crumb Memorial Library, State University College, Potsdam, New York.**

State Univ. of New York, Potsdam. Coll. at Potsdam.

Pub Date Mar 78

Note—128p.; Best copy available

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Acting, \*Annotated Bibliographies, Dance, Drama, Illustrations, \*Library Guides, \*Library Materials, Puppetry, Readers Theater, \*Reference Materials, \*Theater Arts, \*University Libraries

This annotated library guide to theater materials is divided into several separate sections. The first part, dealing with the subject as a whole, includes bibliographies; periodicals; indexes and abstracts; encyclopedias and dictionaries; yearbooks; directories; histories, biographies, and reviews; and dramatic literature. The second part lists guides dealing with specific aspects of theater, such as acting; technical theater, management, directing, costume, and set design; illustrations for theater; children's theater and puppetry; special theater areas; reader's theater, and Shakespeare and Elizabethan drama. The appendices include library leaflets on research strategies, reference services, the card catalog, bibliographies, periodicals, ERIC, and biographies, as well as separate research guides on dance and film. (Author/MBR)

## ED 154 824

IR 005 972

Ducote, Richard L.

**Learning Resources Centers: Best of ERIC. A Selected, Annotated Bibliography.**

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 77

Grant—NIE-R-76-0027

Note—72p.

Available from—Syracuse University Printing Services, 125 College Place, Syracuse, New York 13210 (IR-19; \$3.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Annotated Bibliographies, \*Audiovisual Centers, Career Education, College Libraries, \*Instructional Materials Centers, Junior College Libraries, Library Administration, Media Specialists, \*Resource Centers, School Libraries, University Libraries

Identifiers—ERIC, Information Analysis Products  
This selected annotated bibliography lists almost two hundred documents, added to the ERIC data base since 1972, which deal with adaptations of the learning resources center concept to specific situations. The bibliography is divided into ten sections: (1) elementary and secondary schools; (2) colleges and universities; (3) personnel and training; (4) resources in career education; (5) ethnic minorities; (6) environmental, health, and military resource centers; (7) combined public and school libraries; (8) budgeting; (9) production and equipment; and (10) facilities. A wide range of types of materials includes guidelines for planning, day to day operations, materials selection, evaluation, and administrative and technical processes. (Author/STS)

## ED 154 825

IR 005 975

Minnick, D. R. Steele, K. L.

**Auto-Tutorial Instruction in Entomology: Principles of Entomology (Orders).**

Pub Date 77

Note—12p.; Paper presented at the Annual Conference of the International Congress for Individualized Instruction (LaFayette, Indiana, November 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Autoinstructional Programs, Comparative Analysis, \*Course Evaluation, Educational Research, \*Entomology, Higher Education, \*Instructional Innovation, \*Intermode Differences, Lecture, \*Programed Instruction, Student Attitudes, Teaching Methods

Auto-tutorial instruction was compared to traditional lecture instruction in a university entomology course. In seven consecutive terms, undergraduate students enrolled in an introductory entomology course were divided into two groups: Group I received only lecture instruction on insect orders, while Group II was dismissed for three consecutive 50-minute lecture periods to

work with auto-tutorial instructional materials on a self-paced, repeatable basis. These included slide/tape programs and written resource materials covering the same information as the Group I lectures. Participants in the auto-tutorial groups were also asked to respond to a questionnaire assessing their opinions on this method of instruction. An objective test administered to both groups indicated that Group II students with an average auto-tutorial exposure of 90.5 minutes performed comparably to Group I students taught 150 minutes by the lecture method. The majority of Group II students expressed favorable attitudes toward the auto-tutorial method; however, a few students felt that such instruction had a dehumanizing effect. (CMV)

## ED 154 826

IR 005 977

Kerr, Michael E. Holloway, William H.

**Improving the Use of Computer-Based Information Resources within the Engineering Classroom.**

Spons Agency—National Science Foundation, Washington, D.C. Div. of Science Information.

Pub Date 77

Grant—DSI 77-23193

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Course Content, Course Evaluation, \*Curriculum Development, Data Bases, \*Engineering Education, Higher Education, \*Information Retrieval, Instructional Innovation, \*On Line Systems, \*Relevance (Information Retrieval), \*Search Strategies, Student Attitudes

An instructional development project at the University of Kansas focused upon two major objectives: (1) to develop teaching strategies to introduce engineering students and faculty to literature searching on computerized data bases, and (2) to help students develop effective on-line search strategies. A faculty workshop and an undergraduate engineering course designed to teach students methods of retrieving relevant literature were used for reaching the objectives. Attitude questionnaires and performance evaluations indicated that student attitudes toward on-line computer search methods, as well as quantity of relevant literature found, improved with the instruction and subsequent use of on-line search methods. (CMV)

## ED 154 827

IR 005 978

Bassett, Roger And Others

**Introduction to the State Planning System.**

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NCHEMS-TR-86

Pub Date 77

Note—59p.; For related documents, see IR 005 979-980

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Data Analysis, Educational Planning, \*Evaluation Methods, \*Higher Education, Institutions, Mathematical Models, \*Policy Formation, \*Statewide Planning, \*Systems Analysis

Identifiers—\*State Planning System

The State Planning System (SPS) is a flexible, policy-oriented management tool intended to help analyze possible impacts of various policy decisions. The SPS is able to address a wide range of issues because it depends on the user to provide the relationships and data to be used in the analysis. Such issues might include enrollment shifts among educational institutions, competition among state-funded services for scarce monies, and student/taxpayer share of higher education costs. Chapter II emphasizes SPS as a planning framework in which many sets of relationships or equations can be used. In Chapter III, a simple policy problem is examined as a way of describing the calculation capabilities of the SPS. Chapter IV describes the report preparation capability of the SPS and its ability to link to other reporting systems. Chapter V presents a summary of pilot-test case studies as examples of the kinds of questions that might be addressed in using the SPS as an impact calculator. Chapter VI reviews the National Center for Higher Education Management Systems (NCHEMS) implementation policy for the SPS. A glossary is included containing terms associated with the SPS. (Author/CMV)

## ED 154 828

IR 005 979

Bassett, Roger Chisholm, Mark

**Modeling and the State Planning System.**

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NCHEMS-TR-89

Pub Date 77

Note—36p.; For related documents, see IR 005 978 and 005 980

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Data Analysis, \*Higher Education, Information Services, \*Mathematical Models, \*Policy Formation, Program Planning, \*Statewide Planning, \*Systems Analysis

Identifiers—\*State Planning System

The State Planning System (SPS) is presented in the context of a mathematical model used to generate information about the possible impacts of postsecondary education policy decisions. Section I provides an introduction to modeling in higher education management, identifies some current postsecondary education modeling efforts, offers some criticisms of modeling, and presents suggestions for further development of modeling in postsecondary education planning and management. Section II describes modeling activities in several states and suggest criteria for evaluating the potential usefulness of different modeling approaches. Section III describes the SPS as a modeling tool and relates it to other national and state-level modeling activities. A glossary is included containing terms that are associated with the SPS. (Author/CMV)

## ED 154 829

IR 005 980

Cherin, Ellen, Ed.

**State Planning System. Case Studies.**

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NCHEMS-TR-91

Pub Date 77

Note—74p.; For related documents, see IR 005 978-979; Parts may be marginally legible due to print quality

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Case Studies (Education), Data Analysis, \*Educational Planning, Enrollment, \*Higher Education, Mathematical Models, Pilot Projects, \*Policy Formation, Resource Allocations, \*Statewide Planning, Systems Analysis, Tuition

Identifiers—Colorado Commission on Higher Education, New York, \*State Planning System

The State Planning System (SPS) is a policy-oriented management tool intended to help analyze the interrelated effects of alternative policies and their relationships to state goals. Two pilot-test case studies are described—the SPS tuition policy evaluation conducted in Colorado, and New York's SPS evaluation of the applicability of large scale quantitative models to general postsecondary education policy-making situations. Each case study also contains supporting appendices providing the mathematical equations and other details related to the SPS design employed by each state. (Author/CMV)

## ED 154 830

IR 005 982

Richards, William D., Jr.

**A Coherent Systems Methodology for the Analysis of Human Communication Systems. Report No. 25.**

Stanford Univ., Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Mar 76

Grant—DCR73-07973, AO2

Note—278p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—\*Algorithms, \*Communication (Thought Transfer), Doctoral Theses, Group Dynamics, Intercommunication, \*Mathematical Models, Matrices, \*Models, Networks, \*Research Methodology, \*Systems Approach

Identifiers—GASSICS

The first part of this four-part dissertation reviews conceptual and operational approaches to human communication systems. A new conceptual model for studying communication, General Algorithm for Studying Structuring in Complex Systems (GASSICS), is developed in the second



part, and an operational method for applying GASSICS is presented in part three. Part four includes an example of the GASSICS method of analysis, and an examination of the potential of this method in aiding the advancement of theory and the guidance of research in the general area of human communication systems. (Author/CMV)

**ED 154 831** IR 005 983

*Sustik, Joan M. Brown, Bobby R.*  
**Response Mode Effects on Computer Based Problem Solving.**  
Pub Date Mar 78

Note—29p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Canada, March 1978); Best copy available

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Comparative Analysis, \*Computer Assisted Instruction, \*Intermode Differences, Problem Sets, \*Problem Solving, Reaction Time, \*Response Mode, Undergraduate Students

Assessments were made of the impact of various overt response modes on the problem-solving process. The Luchins Water Jar Problems were presented to undergraduate university students via interactive cathode ray tube computer terminals under four response mode conditions: Mnemonic Code, Multiple Choice (MC), Numerical List, and Constructed Response (CR). Initially, the List and CR modes were least susceptible to mechanization. Overall, the MC mode produced the least mechanized and most efficient performance. The CR mode group spent the greatest time in problem solving without exhibiting superior performance. Analysis of item by mode interactions revealed that across modes the problems were not of equal difficulty. Implications of response modes in problem solving and the design of instructional materials are discussed. (Author/CMV)

**ED 154 832** IR 005 984

*Duncan, Joseph W. Wallman, Katherine K.*  
**The Genesis and Justification of Forms Clearance Procedures.**

Pub Date 29 Mar 78

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 29, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Educational Research, Federal Government, \*Government Role, Information Needs, \*Information Processing, \*Interagency Coordination, \*Policy Formation, \*Quality Control, Research Coordinating Units, Statistical Studies

Identifiers—Central Reports Clearance Authority, Commission on Federal Paperwork

The central reports clearance authority of the Federal Government is a legislatively sanctioned mechanism for applying constraints on the conduct of statistical and other data gathering activities by Federal Departments and agencies and other research parties funded by Federal government contracts. General recommendations for improving the overall clearance procedure include (1) redesign of the clearance process to eliminate overlap and duplication; (2) development and implementation of more effective methodologies for determining information requirements and for weighing the cost to the public against values expected from use of the data; (3) decentralization of the routine clearance workload, with a concentrated focus on policy development, oversight, and politically sensitive issues. There must be increased cooperation between the central statistical agency and the educational research community to ensure that the requirements for data reduction and better management of information resources lead to the enhancement of educational research and selective retention of well-designed, useful studies. (Author/CMV)

**ED 154 833** IR 006 000

*McConnell, David*  
**Stimulated Recall: A Method for the Analysis and Improvement of Individualized Instructional Systems. A Paper.**

Pub Date Nov 77

Note—11p.; Paper presented at the Annual Conference of the International Congress for Individualized Instruction (9th, LaFayette, Indiana, November 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Educational Research, Field Studies, \*Formative Evaluation, \*Individualized Instruction, \*Laboratory Techniques, Paramedical Occupations, \*Research Methodology, \*Video Tape Recordings

Stimulated recall methodology in which the student actively recalls thoughts and reactions to a teaching/learning experience provides analytical data which can be used by the researcher in the process of developing and improving an individualized teaching system. This paper describes the application of stimulated recall to the evaluation of a video tape on human physiology and paramedical laboratory skills. Student thoughts and reactions to the tape are presented with a discussion of how this information will assist in improving the tape. (Author/STS)

**ED 154 834** IR 006 004

*Hirschbuhl, John J.*  
**A Review of Computer Assisted Instruction Activities at the University of Akron.**

Pub Date 2 May 75

Note—12p.; Paper presented at the Ohio Chapter of the Mathematical Association of America (Bowling Green, Ohio, May 2, 1975); For related document, see IR 006 005

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—College Faculty, Communication Problems, \*Computer Assisted Instruction, Facilities, \*Higher Education, Instructional Design, \*Mathematics Education, Programmed Instruction

This review of the facilities and programs that are devoted to computerized instruction at the University of Akron provides brief descriptions of the history of the Computer Assisted Instruction Center, the development of a CAI course in mathematics, directions for future development, and problems in communication between mathematics instructors and computer oriented support people. (BBM)

**ED 154 835** IR 006 005

*Hirschbuhl, John J.*  
**Blueprint for the Future of Computer Based Instruction.**

Akron Univ., Ohio.

Pub Date 77

Note—36p.; For related document, see IR 006 004

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Administrator Role, \*Ancillary Services, \*Computer Assisted Instruction, Computer Programs, \*Cost Effectiveness, \*Futures (of Society), \*Higher Education, Instructional Design

Identifiers—Videodiscs

An overview of issues in the utilization of computer assisted instruction (CAI) in higher education, this document provides (1) a rationale for utilizing CAI; (2) the identification of administrative, faculty, and computer center support required to launch and sustain a CAI effort; (3) an analysis of cost effectiveness issues related to CAI; and (4) speculation about the future of CAI, including a discussion of the possible relationship between CAI and the videodisc. Appended are questions which should be asked when getting started with CAI. (Author/STS)

**ED 154 836** IR 006 014

*Walter, Gerard And Others*  
**The Evaluation of a Computer Assisted Instruction Drill Program for Increasing Language Skills of Young Deaf Adults.**

National Technical Inst. for the Deaf, Rochester, N. Y.; Rochester Inst. of Tech., N.Y.

Pub Date Dec 75

Note—71p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Adult Education, Classroom Communication, Comparative Analysis, \*Computer Assisted Instruction, \*Deaf Education, \*Educational Research, Educational Technology, Instructional Technology, Intermode Differences, \*Language Skills, Post Secondary Education, Reading Skills, Writing Skills

This study compared two methods of English instruction for adult deaf students: a computer assisted instructional treatment, and a normal classroom environment. The results indicate that no significant difference in learning occurred between the two treatments, based on the reading and writing skills achieved by students during an instructional series at the National Technical Institute for the Deaf. The lack of clear results may

have been caused by specific difficulties in the design of the experiment. These design problems and implications for future research are discussed. (Author/STS)

**ED 154 837** IR 006 029

*Ingalls, Richard E.*  
**Intelligent Video Disc as a Major Component of Individualized Instruction.**

Pub Date 77

Note—11p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Computer Assisted Instruction, Educational Technology, \*Futures (of Society), Individualized Instruction, \*Instructional Innovation, Instructional Technology, Technological Advancement, \*Video Equipment, Visual Aids, \*Visual Learning

Due to the importance of visual stimuli for learning, the videodisc is expected to have a major impact on education. When combined with the computer, it will greatly expand the capabilities of computer assisted instruction. There are two major types of videodisc equipment: the optical type with a laser beam to read the information from the disc, and the capacitance version which reads the information by means of a stylus riding in the grooves of the disc. Both types should shortly be available to educators at a reasonable cost. (STS)

**ED 154 838** IR 006 038

*Allen, Dwight W. Christensen, Philip R.*  
**The Use of Communications Media to Improve the Quality of Life in Technologically Developing Nations: A Strategic Overview.**

Academy for Educational Development, Inc., Washington, D.C.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C. Bureau for Technical Assistance.

Pub Date 77

Note—105p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Basic Skills, \*Change Strategies, Decision Making, \*Developing Nations, Family Planning, Health Education, \*Improvement, \*Instructional Technology, \*Living Standards, \*Mass Media, Use Studies

Strategies are examined for utilizing the mass communications media to improve standards of living within developing nations. This report, addressed to decision-makers in developing nations and the Agency for International Development (AID), is designed to assist them in planning their improvement communications programs. A general introduction is followed by three chapters providing a critical examination of available communication techniques, an analytic overview of specific educational goals, and an explanation of relevant change and decision-making strategies. The conclusion lists ten basic steps for creating a communication/education program for a technologically developing nation. (Author/CMV)

**ED 154 839** IR 006 039

*Braun, Ludwig*  
**Microcomputers and Video Disc Systems: Magic Lamps for Educators?**

State Univ. of New York, Stony Brook.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Note—77p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Computer Assisted Instruction, \*Computers, \*Innovation, \*State of the Art Reviews, \*Video Cassette Systems

Identifiers—Microprogramming, \*Videodiscs

Evaluated is the present state of development of microcomputer and videodisc technologies as they relate to education. Factors which inhibit the entry of these technologies into education are identified, and include teacher preparation, availability of courseware, and cost. Areas are identified and strategies suggested in which federal and private agencies can have a positive impact in the development and implementation of these technologies. Appendices include a list of individuals and groups contacted for information on technological development, references, and the author's relevant experience. (Author/CMV)

ED 154 840

IR 006 043

Boren, Angela

**Progress Report on a Computer Assisted Instruction Module for a Dietary Evaluation Experience for a University Food and Nutrition Course.**

Pub Date Nov 77

Note—9p.; Paper presented at the Annual Conference of the International Congress for Individualized Instruction (LaFayette, Indiana, November 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Calculation, \*Computer Assisted Instruction, \*Content Analysis, \*Dietetics, Evaluation Methods, Higher Education, Intermodal Differences, \*Nutrition Instruction, Pilot Projects

Preliminary results compared computer assisted methods versus traditional mathematics processes to determine the nutrient content of foods for a dietary evaluation study. Objectives were to compare the two methods with regard to (1) computation time spent by students and staff, (2) accuracy, and (3) cost. The need for more sophisticated methods and procedures to streamline traditional student dietary evaluation methods used in nutrition courses is discussed. (Author/CMV)

ED 154 841

IR 006 082

**State of North Dakota: State Library Commission Thirty-Sixth Biennial Report, 1975-1977.**

North Dakota State Library Commission, Bismarck.

Pub Date 1 Oct 77

Note—33p.; For related document, see ED 116 712

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Annual Reports, Information Needs, \*Library Networks, \*State Libraries, Tables (Data)

Identifiers—North Dakota

The activities of the State Library Commission of North Dakota from July 1975 to June 1977 are summarized. Areas discussed include trends in State Library service; conclusions and recommendations by HEW and the Office of Education pertaining to the administration of the Library Services and Construction Act (LSCA) in North Dakota; the setting up of a state advisory council on libraries; school and public library service combinations; the proposed move to new quarters by the State Library in 1981; bicentennial celebration; talking book service; state document depository; state plan for library development; state penitentiary library; publications; state government service; use of the state computer; the traveling library collection; library service statistics; and MINITEX service. Tables on the state library collection, the loan of their materials and their expenditures, a fiscal report on the North Dakota Network for Knowledge, and statistics on the state library staff are also provided, as well as listing of LSCA projects with brief descriptions. (Author/MBR)

ED 154 842

IR 006 156

Lonsdale, Ray

**Feasibility Study on the Coordination of Support Services for Educational Technology in Wales: Report and Recommendations.**

Council for Educational Technology, London (England).

Pub Date 77

Note—53p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Ancillary Services, \*Educational Coordination, Educational Resources, \*Educational Technology, Elementary Secondary Education, \*Feasibility Studies, \*Foreign Countries, Higher Education, Information Science, Instructional Technology, Interagency Coordination, Mass Media

Interviews and questionnaires were used to gather information from individuals and educational organizations regarding the need and opportunities for coordinating and supplementing support services for educational technology in Wales. Part One of the two-part study describes the production, distribution, and exploitation of Welsh language and English language materials pertinent to Wales. Part Two examines current provisions for educational technology in Wales as well as needs. A major recommendation calls for the formation of a Welsh Committee on Educational Technology to serve as a focal point for the promotion and development of educational

technology service in the Principality. Organizations and individuals consulted during this study and publications referred to in the text are listed in the appendices. (CMV)

ED 154 843

IR 006 160

Sepstrup, Preben

**Consumption of Mass Communication—Construction of a Model on Information Consumption Behaviour.**

Institut for Markedsokonomi, Aarhus (Denmark).

Pub Date 77

Note—58p.

Available from—Handelsvidenskabelig Boghandel, Fugle Sangsalle 4, 8210 Aarhus V, Denmark (12DKR, \$2.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Behavior Theories, Communications, \*Consumer Economics, Estimated Costs, \*Information Needs, Information Science, \*Information Theory, \*Mass Media, \*Models, Socioeconomic Influences

A general conceptual model on the consumption of information is introduced. Information as the output of the mass media is treated as a product, and a model on the consumption of this product is developed by merging elements from consumer behavior theory and mass communication theory. Chapter I gives basic assumptions about the individual and the way in which mass communication functions. A general frame of reference is constructed in chapter II, and some methodological problems are discussed. Chapter III explains the need for information in terms of when and how much. Chapter IV sets up a general explanation of how consumption of information takes place, and chapter V develops a theory which explains how much information the individual will consume in relation to a specific need for information. The concluding chapter deals with the question of the choice of information source. (Author/CMV)

## JC

ED 154 844

JC 780 228

Boynton, Thomas J.

**Construction of Survey Instruments.**

Kalamazoo Valley Community Coll., Mich.

Pub Date May 78

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Data Collection, Guides, Layout (Publications), \*Questionnaires, Research Design, Research Methodology, Response Mode, \*Surveys, \*Test Construction, \*Test Items

Tips on constructing survey instruments and examples of alternative formats for questionnaire items are provided in this paper. The 18 tips cover such areas as instructions for respondents, wording of questionnaire items, grouping of items, handling of difficult or sensitive questions, fixed-response items, open-ended questions, and questionnaire layout. Examples of nine different formats for questionnaire items are presented. For each, the level of measurement attained (nominal, ordinal, or interval/ratio) and suggestions for appropriate use are given. (BB)

ED 154 845

JC 780 232

Catania, James C.

**Articulation...A Proposal for Action.**

Waukesha County Technical Inst., Waukesha, Wis.

Pub Date Dec 77

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Articulation (Program), Cooperative Planning, Curriculum Development, Faculty Development, \*Interinstitutional Cooperation, Junior Colleges, \*Post Secondary Education, \*Secondary Education, Shared Facilities, \*Shared Services, Technical Institutes, \*Vocational Education, Vocational Schools

Overlapping curricula and facilities among secondary schools and colleges has led to a demand for better interinstitutional cooperation and coordination of occupational programs. Five areas in which shared planning might be effective include research, curriculum development, facilities, instruction, and professional development. A host of mutual research efforts could be undertaken such as identifying job competencies for occupational program development. Shared cur-

riculum development might involve seeking curriculum materials from commercial sources and other schools, writing performance objectives, designing learning strategies and materials, and establishing an inter-library loan system. To avoid unnecessary duplication of facilities, colleges could implement a centralized facilities concept for occupational education, share shops and laboratories, and locate new sites to meet increased needs. Cooperative instructional efforts might include interinstitutional student visitations and exchanges, faculty and staff exchanges, and mutual career exploration activities. Professional development coordination could be implemented for conducting task analyses, developing competency-based curricula, and using performance-based teacher education materials. Various questions pertinent to mutual efforts toward increased articulation are introduced. (TR)

ED 154 846

JC 780 233

Eberhard, Michael R.

**A Proposal for a Flexible Trimester Calendar.**

San Bernardino Community Coll. District, Calif.

Pub Date 10 Apr 78

Note—84p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Community Colleges, Courses, \*Junior Colleges, Program Length, Program Planning, Quarter System, Scheduling, \*School Calendars, Summer Schools, Time Blocks, \*Trimester Schedules

Identifiers—4 1 4 Plan, California

Before outlining a proposal for a flexible trimester calendar to replace the traditional semester system at San Bernardino Community College, other alternatives such as the early semester, 4-1-4, and quarter systems are reviewed. The proposed trimester system, developed in accordance with the California Flexible Calendar and School Finance in Community Colleges Pilot Program to meet the needs of increasing numbers of nontraditional students, would involve 35 weeks of instruction (the state required minimum of 175 days), divided into two, fourteen-week terms and one seven-week term. The seven-week term offers various options: a regular, unrevised summer session, a full, twelve-week term for courses requiring more time, and a fourteen-week term all of which could run committantly with the seven-week session. Term I would begin the day after Labor Day and end mid-December; Term II would begin following a three-week break and run through to mid-April, after which classes would break for two weeks prior to beginning Term III. The problems the new system would present in scheduling the traditional 48 hours of classroom instruction required in three-unit courses are resolved by longer class periods and the benefits that would accrue to students, faculty, and staff are reviewed. Appendices explore scheduling for various programs in the trimester calendar. (TR)

ED 154 847

JC 780 234

Coole, Walter A. And Others

**Greenbook Abstract & Catalog--4.**

Pub Date May 78

Note—113p.; Best copy available

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—\*Autoinstructional Aids, Calculus, \*College Mathematics, Community Colleges, Course Content, Curriculum Guides, \*Junior Colleges, Learning Laboratories, Listening Skills, Philosophy, Programmed Materials, Self Directed Classrooms, \*Student Records

Identifiers—Greenbook System, Skagit Valley College WA

This catalog is the fourth in a series extending and updating teaching materials previously disseminated through the ERIC system, including the "Greenbook System" of training materials for higher education professionals (ED 103 083-084 and 148 438), Open Classroom Documentation, a procedural manual for an autoinstructional learning laboratory at Skagit Valley College (ED 103 086), and a number of self-contained courses developed for this Open Classroom. The present catalog contains the following major additions to these materials: (1) for the Greenbook System, an evaluation checklist for listening skills of administrative personnel; (2) for the Open Classroom, a record-keeping system for monitoring student progress; (3) for the Philosophic Heuristic Instruction series of courses (ED 103 087 and 112 922-923), additions to the Cassette Catalog, model student work, and additional optional projects; (4) for the Oleanna Math Pro-

gram (ED 103 088 and 089), a revised course outline and syllabus for Probability and Statistics, minor revisions of other course materials, and two complete new courses—Finite Mathematics and Introduction to Analysis (applied calculus); and (5) additional materials for use in the learning skills (ED 112 974) and teaching skills (ED 124 256) programs. Previous additions and revisions to these and other Open Classroom courses appeared as ED 112 971, 124 256, and 134 253. (Author/BB)

**ED 154 848** JC 780 235  
**Statewide Master Plan for Community Colleges in Maryland, Fiscal Years 1979-1984.**  
 Maryland State Board for Community Colleges, Annapolis.  
 Pub Date May 78  
 Note—233p.

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**  
 Descriptors—Community Colleges, \*Educational Facilities, \*Educational Finance, Educational Problems, Enrollment, Enrollment Projections, Expenditure Per Student, Governance, \*Junior Colleges, \*Master Plans, \*Objectives, Regional Planning, State Standards, Statewide Planning, Statistical Data

Identifiers—\*Maryland

This master plan for the Maryland community colleges represents a complete revision from previous editions, including new statements of mission, goals, strengths and problems. Major sections of the plan consider (1) statewide and local governance; (2) trends, current status and projections in the areas of enrollment, programs of instruction, finance, and physical facilities; (3) progress in meeting goals; (4) major policy directions and actions in the areas finance, regional and statewide programs, new program priorities, articulation, and education of the handicapped; (5) current and projected programs, enrollment, facility needs, costs per student and operating expenditures for each college; and (6) methods used to evaluate progress toward attainment of objectives. A section analyzing current strengths and problems outlines six issues of concern: decline of the liberal arts, the financial squeeze, increased requirements for reporting and regulation, conflict surrounding collective bargaining, erosion of the low cost feature of community colleges, and developmental education. Appendices reprint State Board operational policies and facility guidelines, and also provide definitions for designation of regional/statewide programs, standards for enrollment projections, and selected statistical data for fiscal year 1978. (BB)

**ED 154 849** JC 780 240  
 Cohen, Arthur M.  
**The Case for General Education in Community Colleges.**

Pub Date 22 May 78

Note—43p.; Paper presented at the Forum on Future Purposes, Content, and Formats for the General Education of Community College Students (Montgomery College, Maryland, May 22, 1978)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
 Descriptors—College Curriculum, Community Colleges, Core Curriculum, \*Curriculum Design, \*Curriculum Problems, Definitions, Educational History, \*General Education, Interdisciplinary Approach, \*Junior Colleges, Vocational Education

General education is the process of developing a framework on which to place knowledge stemming from various sources, of learning to think critically, develop values, understand traditions, and respect diverse cultures and opinions. Its rationale is the freedom enjoyed by an informed citizen. General education has had an unstable history due to shifts in organizing principles, failure of consistent definition, lack of leadership, inroads made by excessive departmentalization, the decline of literacy, among others—all problems more pronounced in community colleges than in universities. The crosscurrents affecting community colleges generally also affect their involvement with general education. The race is on between courses and anti-courses; curriculum is in jeopardy of disintegrating into a set of haphazard events. The key question is not whether general education will survive, but for whom and how. It must be put together in a fashion that serves the various types of students attending community colleges. A general education curriculum demands a faculty group working

together, a program head, vertical integration, and its own budget. It should provide modules and specially designed courses for occupational students, integrated thematic courses for transfer students, and special problems courses for the growing number of adult drop-ins. (BB)

**ED 154 850** JC 780 243  
 Vasiliauskas, Jura B.

**The Development of Recommendations for College of DuPage Faculty Sabbatical Leave Policy.**

Pub Date 29 Mar 78

Note—58p.; Ed.D. Practicum, Nova University. Not available in hard copy due to marginal reproducibility of original; Tables contain small type

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Administrative Policy, \*College Faculty, Community Colleges, \*Fringe Benefits, \*Junior Colleges, Personnel Policy, \*Sabbatical Leaves, State Surveys

Identifiers—College of DuPage IL, Illinois

Information on existing sabbatical leave policies at 38 Illinois public community colleges was gathered in order to assess the current policy at the College of DuPage and to generate recommendations for revisions. Data were collected on years of service before eligibility for leave, permissible reasons for leave grants, maximum length of leave time, amount of pay during leave, treatment of benefits during leave, criteria for determining qualified applicants, decision-making processes for granting leave, number of staff on leave at any given time, and conditions for returning to the college. The common policy areas were identified and included: at least six years of service prior to eligibility; legitimate reasons for leave such as study, travel, writing, or activities benefiting the college; and maximum leave length of one year. The College of DuPage's one-quarter special non-teaching assignment included all the basic provisions found in other sabbatical leave policies except for length of leave (one quarter compared to one year at other Illinois colleges). Adoption of a one-year sabbatical leave provision in the DuPage policy is suggested. (TR)

**ED 154 851** JC 780 244  
 Purdy, Leslie

**Telecourse Students: How Well Do They Learn?**

Pub Date 10 Apr 78

Note—16p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (58th, Atlanta, Georgia, April 9-12, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Academic Achievement, \*Bibliographies, \*Educational Television, Junior Colleges, Literature Reviews, Persistence, Post Secondary Education, \*Program Effectiveness, Research Needs, \*Research Reviews (Publications), \*Telecourses

One question has dominated the research on televised instruction for many years: how well does it compare to on-campus, face-to-face instruction? The overall results of such studies show that broadcast instruction works; either no difference is found in comparative studies or televised course students are found to have a higher achievement rate than campus-based students. What is important now is for research to begin to distinguish among types of TV courses, factors that increase achievement and completion, and types of students most likely to succeed in TV courses. Two generalizations seem to hold true at present. First, coordinated instructional systems are more effective than simple broadcast courses using uncoordinated components. TV program, textbook, study guide, and exams must all be designed to serve the same instructional objectives. Second, the way the course is offered, the amount and type of support services, is just as important to achievement and completion as the course design. The degree of student involvement and the frequency and type of feedback are particularly crucial. Future research should look at the effect of different video treatments, the attention span and concentration ability of adult viewers, and the content of TV courses. (A 28-item bibliography is appended.) (BB)

**ED 154 852** JC 780 246  
 Williams, Ruthann E.

**Toward Quality Administration: Presidential Assessment at Northern Virginia Community College as a Means of Professional Development for the President.**

Pub Date [77]

Note—29p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Administrative Personnel, \*Administrator Evaluation, Chief Administrators, Community Colleges, \*Evaluation Methods, Individual Development, \*Junior Colleges, Leadership Qualities, Models, Multicampus Colleges, \*Organizational Development, \*Presidents, Rating Scales, Self Evaluation, Staff Improvement

Identifiers—Northern Virginia Community College

An internal evaluative feedback system used at a large multi-campus community college for presidential assessment is described. The purpose of the system is to provide for administrative development of the president; it does not involve presidential retention or dismissal. All those reporting directly to the president, including campus provosts, anonymously rate the performance of the president in the areas of leadership, planning and internal management, decision making, institutional representation, personnel, and personal qualities through the use of a rating scale. The president prepares a self-assessment, including summaries of his expectations and goals at the time of appointment, assessment of progress in meeting them, an analysis of his administrative style, a profile of major issues facing the institution, and statements of current goals and strategies for meeting them in the next evaluation cycle. The president reviews the ratings and develops summaries of the data results; he responds, pinpointing areas where improvement or clarification of purpose is needed, commenting on his self-assessment and outlining a set of clear, personal objectives. The completed documentation is used as the basis for dialogue between the president and his management team. A flow chart of the process and an extensive bibliography is included in the paper. (BB)

**ED 154 853** JC 780 248

Elledge, Muriel K.

**The Development of Guidelines for Community College Peer Group Counseling Evolving From a Study of Programs for Adult Re-Entry Women.**

Pub Date 78

Note—145p.; Ed.D. Dissertation, Nova University

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Adult Students, Community Colleges, Counseling Programs, Developmental Guidance, Developmental Programs, \*Educationally Disadvantaged, \*Females, \*Junior Colleges, Literature Reviews, Locus of Control, \*Peer Counseling, Self Actualization, \*Self Concept, Womens Education

Identifiers—Brevard Community College FL, \*Reentry Programs, \*Womens Education Development Incentive Program

The effectiveness of peer group counseling on self-concept among adult re-entry women in Women's Education Development Incentive (WENDI) programs and other related programs was studied to develop a set of guidelines for community college peer group counseling. The study involved using the Adult Nowicki-Strickland Internal-External Scale for pre- and post-assessment of seven WENDI counseling classes; use of Skinner's positive reinforcement learning strategies by peer facilitators in the classes; interviewing four WENDI staff personnel at Brevard Community College; on-site visits to women's programs at Phoenix and Mesa Community Colleges; interviewing counselors from two Comprehensive Education and Training Act (CETA) funded women's programs; interviewing members of one WENDI class using the nominal group process technique; comprehensively reviewing related literature; and establishing an Institutional Development Team composed of Brevard staff members. Data analysis demonstrated no significant difference from externality to internality among WENDI members at the end of the course. However, there was a positive class mean shift from externality to internality. The interviews and literature review indicated self-concept and internality were enhanced by peer group counseling, suggesting that the WENDI model can be effectively transferred to other community college high risk student target areas. (TR)

**ED 154 854** JC 780 251  
**Instructional Needs of the New Student. Proceedings of Workshops on Faculty and Staff Development, University of Kentucky Community College System.**



Southern Regional Education Board, Atlanta, Ga.  
Inst. for Higher Educational Opportunity.

Pub Date 76

Note—68p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

**Descriptors**—Community Colleges, Conference Reports, \*Developmental Programs, Educational Change, Educationally Disadvantaged, Faculty Development, \*Instructional Innovation, \*Junior Colleges, Minority Groups, \*Nontraditional Students, \*Student Needs, Student Teacher Relationship, Teacher Workshops  
Three conference papers comprise the bulk of this report on understanding "new students" and their academic needs. "The Promise of Learning Through Developmental Programs", by Johnnie Ruth Clarke, deals with the effectiveness of developmental studies while shattering misconceptions surrounding the labels typically assigned these students, such as "non-traditional", "minority", "disadvantaged", and "developmental". "Improving Interpersonal Relations", by John T. Smith, emphasizes the need to improve communications with a diverse student population and for faculty and staff to be concerned with developing minority awareness and value clarification in order to meet students' needs. In "Implications for Instructional Change: Faculty Development", James O. Hammons identifies institutional barriers to meeting new students' needs and advocates the need for instructional change. Change characteristics, processes, and implications relative to administrative support and a comprehensive faculty/staff development program are discussed. Also included are sample faculty development plans developed by conference participants. The plans cover such areas as need determination, goals and objectives, scheduling provisions, publicity, program, and evaluation plans, administrative support, participation incentives, and predicted obstacles. (TR)

ED 154 855

JC 780 259

Starnes, William M.

**Report of the President to the Board of Trustees: Martin College.**

Martin Coll., Pulaski, Tenn.

Pub Date 13 May 78

Note—39p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

**Descriptors**—\*Annual Reports, Athletic Programs, \*Church Related Colleges, College Curriculum, College Faculty, Enrollment, Grading, \*Junior Colleges, Library Services, \*Private Colleges, \*Small Colleges, Student Characteristics, Student Financial Aid, Student Government, Vocational Education

The annual report for 1977-78 to the Board of Trustees of Martin College, a church-affiliated junior college, contains individual reports of the college president, vice-president, academic dean, dean of admissions and records, financial aid office, admissions office, dean of student affairs, library director, business manager, college-church relations office, athletic director, and alumni office. During 1977-78, Martin College employed 22.3 full-time equivalent instructional personnel, including two full-time librarians and four administrators who also served as part-time instructors. The college offered approximately 60 university-parallel programs of study to 240 enrolled students (a decrease of 13.5% from the previous year), 221 of whom were full-time (131 first-time and 90 continuing), 15 part-time, and four special students. In addition, the college offered some one- and two-year terminal programs to prepare students for particular vocations. Curriculum changes for 1977-78 included reducing English offerings at the sophomore level from six to two, removing six mathematics courses believed to be upper division level, and adding an introductory math course to meet needs of incoming freshmen who lacked competency in college algebra. Information on student characteristics, finance, student government and services, library use, and athletic programs is included. (TR)

ED 154 856

JC 780 262

Whitaker, Linda A.

**Course Plan for Women's Health.**

Pub Date 8 May 78

Note—15p.; Graduate paper, University of Arizona

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

**Descriptors**—Community Colleges, \*Course Content, Course Objectives, Course Organization, Curriculum Guides, Evening Classes, \*Females, \*Health Education, \*Junior Colleges, Program Design, \*Womens Studies

In view of women's misconceptions about their bodies, their sexuality, their mental health, and the health care system, this three-credit evening community college course on women's health needs and concerns was designed. Course objectives include recording and analyzing the effects of nutrition, sleep, exercise, and stress on various body functions; identifying illness risk factors; developing a personal health maintenance plan; discussing the changes relative to both the reproductive and later years of life; presenting an informed consumer rights position according to health care system responsibilities; and identifying, evaluating, and selecting local health resources and alternatives to traditional care. Course activities include class lectures, discussions, and hand-outs, films, panels and guest speakers, practical health maintenance exercises, role playing, reading assignments, and a term paper. Also included is a course calendar, with the topic for each meeting and the corresponding reading assignment, divided into four units: getting to know yourself, basic health maintenance, celebrating the life cycle, and you and the health care system. Development of unit topics is discussed in terms of objectives, teaching aids and strategies, student activities, and class assignments. A sample final exam is appended. (TR)

ED 154 857

JC 780 263

Reitan, Henry M., Ed. Sadowski, Bernard S., Ed. **Proceedings: Spring Conferences 1977; Current Issues in Bi-Lingual, Compensatory, Remedial Education; Nontraditional Students in Nontraditional Occupations; Aging in America. Occasional Paper No. 28.**

Washington Univ., Seattle. Center for Development of Community Coll. Education.

Pub Date 77

Note—91p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

**Descriptors**—\*Adult Education, Adult Students, Community Colleges, Conference Reports, Females, \*Junior Colleges, Minority Groups, Needs Assessment, \*Nontraditional Students, \*Older Adults, Program Development, Program Planning, Vocational Retraining, \*Womens Education

**Identifiers**—\*Nontraditional Careers

The papers presented at three conferences dealing with nontraditional students at community colleges comprise this report. Papers included are: "Aging in America" by Francis Scott; "Aging in Oregon: A Look at Clackamas Community College" by Larry Forsythe; "Community Needs Assessment: Some Reflections" by Alice Kethley; "Education for Aging: A Community Experience" by Robert Sarvis; Bernard S. Sadowski on "Community Colleges and Senior Centers"; Ernest J. Kramer on "The Nontraditional Students"; Wray Whitesell on "Job Retraining"; Ann Oxrieder on "Nontraditional Careers for Women"; "Nontraditional Occupations" by William J. Schill; and "Cultural Differences: Implications for Learning, Teaching, and Testing" by James Vasquez. All papers deal with problems specific to nontraditional, adult students in a community college setting and the implications for college administrators, faculties, and instructional programs. Program planning and implementation by community educators to meet nontraditional student needs are emphasized, and problems specific to women, minority students, and senior citizens are discussed. Lists of conference participants are included. (TR)

ED 154 858

JC 780 264

**The Foreign Student in United States Community and Junior Colleges: A Colloquium Held at Wingspread, Racine, Wisconsin, October 18-20, 1977.**

College Entrance Examination Board, New York, N.Y.

Spons Agency—Bureau of Educational and Cultural Affairs (Dept. of State), Washington, D.C.

Pub Date 78

Note—94p.; Colloquium was sponsored by the American Association of Community and Ju-

nior Colleges and The National Liaison Committee on Foreign Student Admissions  
Available from—College Board Publication Orders, Box 2815, Princeton, New Jersey 08541 (\$5.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

**Descriptors**—College Admission, Community Colleges, Conference Reports, Counseling, \*Educational Policy, Foreign Nationals, \*Foreign Students, Government Role, \*Government School Relationship, \*Junior Colleges, \*Junior College Students, Program Development, Student Characteristics, Student Personnel Services, Symposia

The impact of foreign students enrolled at United States community and junior colleges and ways to help institutions, government, and other agencies improve the quality of their experiences are explored in these colloquium papers. The papers include: "To Transcend the Boundaries" by Edmund J. Gleazer, Jr., covering why foreign students attend community colleges, the need for organizing principles for handling these students, the differences between community colleges and four-year institutions, community-based education, and what happens to foreign students in the community college setting; "Profile of Foreign Students in United States Community and Junior Colleges" by Theodore Diener, on foreign students' characteristics and demography; "Constraints and Issues in Planning and Implementing Programs for Foreign Students in Community and Junior Colleges" by S. V. Martorana; and "Effective Programming for Foreign Students in Community and Junior Colleges" by A. Hugh Adams. A "Public Statement" issued by the colloquium deals with the purpose of international education in United States community colleges, foreign student enrollment as a facet of the international education program, and colloquium conclusions for local, state, and national levels relative to preadmissions information, admissions, English ability, finance, health and housing, guidance and counseling, and instruction. (TR)

ED 154 859

JC 780 265

DeCrow, Roger

**Older Americans: New Uses of Mature Ability.**

American Association of Community and Junior Colleges, Washington, D.C.

Pub Date 78

Note—32p.

Available from—American Association of Community and Junior Colleges Publications, P. O. Box 298, Alexandria, Virginia 22314 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

**Descriptors**—Adult Education, Community Colleges, Cooperative Planning, Employment Opportunities, Federal Programs, Gerontology, \*Job Placement, \*Job Training, \*Junior Colleges, \*Older Adults, Program Descriptions, Program Development, Retirement, \*School Community Programs, \*Volunteer Training

The American Association of Community and Junior Colleges' Older Americans Program provides an opportunity for colleges to plan together in a three-year period for development of community work and productivity programs for older adults. This report, based on a survey of present community college practices, discussions with college planners, and a review of potentially useful research and development literature, briefly describes present programs and notes some issues that have already emerged in initial planning phases. The report is divided into four sections: (1) Senior Employment Services covers putting employers and able older workers together through counseling, job placement, and job development; (2) Volunteer Service Programs deals with recruiting, organizing, and managing senior volunteers in federally sponsored and community-based volunteer programs; (3) Training for Work and Service covers trends in multi-purpose older adult programs that support work and service-related education and training growth; and (4) Older Adults in the Workplace deals with college planning as affected by industrial gerontology and current reexaminations of the relationships of work, education, and leisure. Although new ideas and programs are emerging, five education roles already provided by colleges include training in child care, peer counseling, health care, education providers, and community service. (TR)

## ED 154 860

JC 780 266

Boynton, Thomas J.

**Procedures Manual for Student Surveys.**  
Kalamazoo Valley Community Coll., Mich.  
Pub Date Nov 76

Note—43p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Colleges, Data Analysis, Data Collection, Guides, Institutional Research, \*Junior Colleges, Junior College Students, \*Manuals, \*Questionnaires, \*Research Design, Research Methodology, \*School Surveys, Student Attitudes, Student Characteristics, Surveys, Test Items

This manual contains information for conducting regular student surveys at Kalamazoo Valley Community College. Questionnaires, designed for new, returning, and former student populations, are presented together with the methods by which the instruments should be administered. Guidelines for data analysis and report writing are also outlined. The three questionnaires were constructed in accordance with a master blueprint that defined five major dimensions into which specific information items fall: demographic factors, including age, sex, marital status, and race; general factors, listing items of general interest to various key staff members, economic factors, including financial independence, difficulties, and related information; educational factors, covering student goals and curriculum; and service and facilities factors, including items pertaining to cafeteria, library, testing, job placement, etc. Particular items for each major category were chosen from an "item pool" derived from several types of student questionnaires. The best methods for administering each questionnaire, task time-tables for each survey, coding and data processing, data analysis techniques, and various written report types are reviewed. Copies of each survey instrument are appended. (TR)

## ED 154 861

JC 780 267

Robon, Nancy C.

**A Comparative Study of High School, Two-Year College, and Four-Year College Vocational/Technical/Professional Selected Business Graduates With Regard to Their First Full-Time Job and Salary Obtained After Graduation.**

Pub Date 77

Note—60p.; Paper presented at the Annual Forum of the Association for Institutional Research (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Age, Associate Degrees, Bachelors Degrees, \*Business Education, \*College Graduates, Educational Economics, Educational Experience, \*Employment Level, Employment Patterns, Employment Qualifications, Females, \*Graduate Surveys, \*High School Graduates, Jobs, Males, Professional Occupations, Salaries, Semiskilled Occupations, Skilled Occupations, Technical Occupations

Graduates of high school, two-year college, and four-year college business programs were surveyed to determine the perceived relevance of that education, job and salary levels secured, and graduates' opinions of their education. Questionnaires eliciting information on job titles, amount of education necessary to obtaining their jobs, and the number of people they supervised, were sent to 340 high school, 122 two-year college, and 170 four-year college business graduates one year after graduation. Respondents wrote what they did on their jobs and/or attached copies of job descriptions. To control for experience, only graduates aged 17-19, 19-21, and 21-23 were surveyed. A 52.1% overall response rate was obtained. At each successive education level, the number of full-time employed graduates increased from 53.6% at the high school, to 69.1% at the two-year college, and 78.1% at the four-year college level. Those employed in areas relating to their majors included 45.5% of high school, 48.9% of two-year college, and 52% of four-year college graduates. There was a very strong correlation between education and job levels and between education and salary levels: high school graduates had 53.4% in semiskilled and 29.3% in skilled jobs; two-year college graduates had 23.3% in skilled and 63.3% in technical jobs; and four-year college graduates had 27.6% in technical and 62.1% in professional jobs. (TR)

## ED 154 862

JC 780 269

Harris, Howard L.

**Intersession '78: A Report for the Flexible Calendar Project.**

Cosumnes River Coll., Sacramento, Calif.

Pub Date [78]

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Colleges, \*Faculty Development, Institutional Research, \*Junior Colleges, Questionnaires, \*School Calendars, \*School Schedules, School Surveys, \*Short Courses, Student Attitudes, Teacher Attitudes

Identifiers—\*Intersessions

Cosumnes River College adopted a Flexible Calendar Program in 1975, reducing the traditional eighteen-week semesters to sixteen weeks and adding a three-week intersession which has been the focal point of change at the college, especially in approaches to learning and teaching. For students, the fifteen, non-instructional days allowed time to explore new courses, meet graduation requirements, or reinforce basic learning skills. For instructors, intersession permitted new teaching timeframes, and time to revise existing curricula and for developing future courses. Faculty/staff and student evaluations, involving surveys covering activities participated in (mini-courses, faculty development, etc.) and advantages and disadvantages as perceived by each group as well as suggestions for improvement, indicated overwhelming intersession success. Of the 83 faculty and staff members surveyed, 51% taught one or more of the 57 mini-courses offered, while over 50% participated in in-service and staff development activities. Over 50% of the students attending intersession participated in the survey; of these, 71% strongly agreed and 28% agreed the experience was worthwhile, and 1% expressed no opinion. Lists of instructional and staff development activities offered during intersession 1978, specific suggestions for improvement, and detailed survey responses are included. (TR)

## ED 154 863

JC 780 270

Leeson, Marjorie

**Establishing Community College Goals.**

Pub Date May 78

Note—28p.; Paper presented at the Annual Forum of the Association for Institutional Research (18th, Houston, Texas, May 21-25, 1978). Appendices may reproduce poorly due to small size of type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Colleges, Decision Making, Educational Objectives, Educational Planning, \*Junior Colleges, Management by Objectives, Management Systems, \*Measurement Techniques, Models, \*Objectives, Organizational Development, \*Participation, \*Policy Formation

Identifiers—\*Delta State College MI, Institutional Goals Inventory, Student Reactions to College

In 1975, Delta College began a project to prepare a set of institutional goals and a mission statement for consideration and adoption by the college Senate and Board of Trustees, and to identify those goals that should take priority over the following five years. All areas of the college were represented on the goal development committee, and to insure maximum community and college input, a number of input sources were used: the Institutional Goals Inventory, a Residents Learning Interests Survey, the Student Reactions to College instrument, and the college's North Central Accreditation Report. The actual goal writing process went through three stages during which 19 major and 110 supporting goal statements were composed and evaluated. After the mission and major goal statements were revised, approved, and adopted in June 1976, the college developed a set of first-year developmental objectives to serve as an initial dry-run for a total management by objectives system. The approach proved less productive than anticipated; the major goal statements were too broad to function as criteria for selecting the developmental objectives. In February 1977, a matrix of critical numerical indicators was substituted for routine objective writing, and a multiple-scenario approach to identify alternatives was begun. It is anticipated the new approach will overcome the problems encountered in the first year. (TR)

## ED 154 864

JC 780 271

Kohl, Peggy Sheerin Lach, Ivan J.

**Report on FY1978 Winter and Spring Student Enrollments in Illinois Public Community Colleges.**

Pub Date 17 May 78

Note—24p.; Not available in hard copy due to poor reproducibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—College Majors, Community Colleges, Day Students, Declining Enrollment, \*Enrollment, Enrollment Trends, Home Study, \*Junior Colleges, \*Junior College Students, Off Campus Facilities, State Surveys, \*Statistical Data, Tables (Data)

Identifiers—\*Illinois

Analyses of spring term (both quarter and semester) 1978 student enrollment data, and winter quarter enrollment data for the five Illinois community college districts on the quarter system, comprise this report. Information is organized in thirteen data tables comparing spring 1978 with fall and spring 1977, second term enrollment with previous years, winter 1978 headcount with winter 1977, and winter 1978 full-time equivalent (FTE) with winter 1977 enrollments; and presenting spring 1978 data by course type, instructional program area by student residency, and enrollment in instructional programs by college. During spring 1978, 298,597 students were enrolled, a 7% decrease from the previous year and an 11% decrease from fall 1977. FTE enrollments totaled 138,094 in spring 1978, an 8% decrease from spring 1977 and a 15% decrease from fall 1977. In spring 1978, the baccalaureate/general academic category had the largest FTE enrollment (51.3%), followed by business and public service (16.5%), remedial/developmental (9.3%), and natural science and industrial technology (9%). In-district students composed 95.2% of total enrollment; only 0.2% were out-of-state students. On-campus enrollment involved 81% of spring 1978 students; in-district, off-campus locations involved 18.4%, and extension/home-study accounted for the remaining 0.6%. (TR)

## ED 154 865

JC 780 272

Alfred, Richard L. Ivens, Stephen H.

**A Conceptual Framework for Institutional Research in Community Colleges.**

College Entrance Examination Board, New York, N.Y.

Pub Date 78

Note—24p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Role, Community Colleges, Cost Effectiveness, Data Analysis, Data Collection, Decision Making, Guidelines, \*Institutional Research, \*Junior Colleges, \*Models, Needs Assessment, Objectives, Program Evaluation, Program Planning, Research Design, \*Research Utilization

This paper defines a conceptual model for institutional research in the community college and identifies sources of information, programs, and services that provide data necessary for implementation of the model. The model contains four specific subsystems: goal setting, program development, program review, and cost effectiveness. Each subsystem distinctively relates to planning and decision making and each has component data fields that identify and organize information into subject categories. The data fields include community, students, programs, and resources. In order for research in any subsystem to be valuable and an effective determinant in policy making, it must take into account the various aspects of all data fields. Translation of research data into planning concepts and alternatives is the crux of the research enterprise. After program outcome data have been collected, management guidelines are necessary to the translation process. Establishing guidelines involves setting up systemwide priorities and requires administrators to formulate some decision apparatus for converting data into action. A list of programs, services, and resource materials for the four subsystems is provided and includes such items as measurement instruments and reference works. (TR)

ED 154 866 95 JC 780 273

Cooke, Winnie B.

**Resources for Student Learning. Research Report: 1977. National Project II: Alternatives to the Revolving Door.**

Southeastern Community Coll., Whiteville, N.C.  
 Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date Mar 77

Note—228p.

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**

Descriptors—Academic Achievement, Academic Probation, Community Colleges, Course Descriptions, \*Developmental Programs, Dropouts, \*Educationally Disadvantaged, Grade Point Average, \*Junior Colleges, Low Ability Students, Open Enrollment, Persistence, \*Program Descriptions, \*Program Effectiveness, Program Evaluation, Remedial Programs, Surveys, Tutorial Programs

In order to provide educational opportunities for all students while preventing the "open door" from becoming a "revolving door", Southeastern Community College (North Carolina) established the Resources for Student Learning (RSL) program. During 1976, a comprehensive evaluation of the success and/or reasons for failure of current and former RSL students was conducted. Underprepared students were found capable of competing with regular students if they received personalized attention from instructors, peer tutors, and counselors. Program success was indicated by: (1) RSL students persisting as well as regular students and significantly better than similar students not enrolled in the program; (2) no significant differences in achievement between RSL and regular students according to grade point averages, Cooperative English Test scores, hours attempted vs. hours earned, or the number on Dean's List, Honor Roll, and probation; (3) twice as many RSL than similar students not in the program on the Dean's List and Honor Roll; (4) and RSL students on probation getting off at twice the rate of similar non-program students. Information provided by teachers and students on program elements, including the Learning How to Learn Workshop, the Self-Scoring Comparative Guidance and Placement Program, and the tutorial program, preferred learning, and specific RSL courses is included. (Author/TR)

ED 154 867 JC 780 275

Williams, Richard W.

**A Comparison of Traditional and Holistic Instructional Methods in Developing Positive Attitudes Toward Mathematics Instruction in Students at Malcolm X College.**

Pub Date 1 Apr 78

Note—39p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Changing Attitudes, \*College Mathematics, Community Colleges, Comparative Analysis, Conventional Instruction, Educational Strategies, Experimental Teaching, \*Humanistic Education, Instructional Design, \*Instructional Innovation, \*Junior Colleges, Negative Attitudes, Student Attitudes

Identifiers—Malcolm X College

The purpose of this study was to explore whether "holistic" instruction is an effective way to improve student attitudes toward instruction. Study participants were students in two Mathematics 111 classes at Malcolm X College (Illinois), 27 in the experimental group received holistic instruction, while controls were taught in the traditional manner. The holistic delivery system, designed in accordance with the literature on the subject, involved structuring student success by using the following: a detailed syllabus explaining what was expected and how grades were earned; a first week orientation during which no math was taught while the instructor got to know the students and explained the instructional methods; frequent, non-graded, formative quizzes to determine mastery of unit objectives; cards with assignments sent to students who missed a class; and weekly half-hour math workshops. During the middle of the semester, students responded to an attitude questionnaire. The mean responses showed that holistically taught students had significantly higher positive attitudes toward instruction than those receiving traditional instruction. (Author/TR)

ED 154 868 JC 780 276

Halyard, Rebecca A. Murphy, Norman

**Using Competency Based Techniques in Curriculum Development.**

Clayton Junior Coll., Morrow, Ga.; Piedmont Technical Coll., Greenwood, S.C.

Pub Date 11 Apr 78

Note—22p.; Papers presented at the Annual Convention of the American Association of Community and Junior Colleges (58th, Atlanta, Georgia, April 9-12, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Administrator Attitudes, Communication Skills, Community Attitudes, Community Colleges, Curriculum Development, \*Curriculum Evaluation, Employer Attitudes, Evaluation Criteria, \*General Education, \*Junior Colleges, Junior College Students, \*Performance Based Education, Performance Criteria, Reading Skills, Research Skills, \*Skills, Teacher Attitudes, Technical Education, Technical Institutes

Identifiers—Clayton Junior College GA, Piedmont Technical College SC

This paper contains two reports on using competency based techniques in curriculum development. The first, on Clayton Junior College in Georgia, describes a 1975-77 study designed to identify competencies which faculty members reasonably expect from students having completed the general education portion of the core curriculum, to discover the strengths and weaknesses in the curriculum relative to the desired competencies, and to revise the curriculum accordingly. The first report also contains humanities, natural sciences and mathematics, and social sciences evaluation studies that include competency statements, descriptions of techniques for measuring competencies, and plans for future efforts. The second report discusses the implementation of competency based general education at Piedmont Technical College in South Carolina. The efforts of a Task Force to identify important "process skills" (cognitive skills, interpersonal skills and motivation) as perceived by college educators, administrators, community leaders, employers, and in the literature on the subject are reviewed. A broad-scale community, student and faculty survey, which asked respondents to select expected competencies, and an industrial survey to discover communications skills required of graduates looking for jobs are reported. The communications and reasoning competencies generated from these activities were used to develop the educational delivery system which is also outlined. (TR)

ED 154 869 JC 780 278

Harkins, Clifton L. And Others

**A Study of District Governing Boards.**

Arizona State Board of Directors for Junior Colleges, Phoenix.

Pub Date 1 May 78

Note—57p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Administrator Attitudes, Chief Administrators, Community Colleges, \*Elections, \*Governing Boards, \*Junior Colleges, Participant Characteristics, Qualifications, Questionnaires, Residence Requirements, School Districts, State Boards of Education, \*State Legislation, State School District Relationship, \*State Surveys, \*Trustees

Identifiers—\*Arizona, Term of Office

This study was undertaken to obtain and analyze information pertinent to the Arizona Revised Statutes for community colleges dealing with precinct selection, District Governing Board member terms, and their qualifications, vacancies, and election procedures. The study design involved questionnaire surveys of practices in other states and of State Board members; interviews with district governing board members and community college administrators to determine their attitudes towards existing legislation; and a study of board election patterns for the previous five years. A study of governing board member characteristics revealed that 87% were male, 82% were white, 68% had bachelor's degrees or higher, 79% were between 40 and 69 years old, 56% had incomes between \$26,000 and \$50,000; and business executives comprised the largest occupational group. Most district board members favored retaining current legislative requirements, although two metropolitan district members favored larger boards. Support for current precinct residency requirements, election

procedures and terms was virtually unanimous. State Board members favored increasing board size, holding elections concurrently with General Elections, and were evenly divided on increasing precinct numbers. The attitudes of chief executive officers generally paralleled those of the boards with which they worked. Fourteen recommendations follow. (TR)

ED 154 870 JC 780 279

Golemon, R. B.

**Institutional Research in Small Junior Colleges in Texas.**

Texas Association of Junior Coll. Instructional Administrators.

Pub Date [78]

Note—11p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Community Colleges, \*Data Collection, \*Information Needs, Information Utilization, \*Institutional Research, \*Junior Colleges, Research Directors, Research Needs, \*Research Utilization, \*Small Colleges, State Surveys, Statistical Data

Identifiers—\*Texas

Twenty-eight deans of instruction (out of 29 contacted) responded to a survey eliciting information on institutional research at small junior colleges (head-count enrollment of 3,000 or less) in Texas. The survey instrument covered four general questions: (1) is there a systematic on-campus procedure for compiling information; (2) what information is compiled; (3) how is the information used; and (4) who handles this information? Seventy-five percent of respondents indicated having a systematic information gathering procedure. Question two covered 25 categories such as cumulative grade and class attendance reports, contact hours, student characteristics and demography, institutional costs, and faculty activities. All colleges collected information on only three areas—contact hours, student ethnic origins, and sex—while more than half the campuses gathered information on grade reports, full- or part-time status, grade point average summaries, first-time entry status, and library use. All respondents used some data for determining honor student lists and completing required state and federal reports. Only one campus had a research coordinator, and only nine colleges budgeted for institutional research. A copy of the survey instrument with positive answer percentages for respondents is included. (TR)

ED 154 871 JC 780 281

Houston, Charles A. Sellers, Harry

**Virginia Western Community College's Health Technology Admissions Evaluation System.**

Virginia Western Community Coll., Roanoke. Office of Institutional Research.

Pub Date Jun 77

Note—34p.; Exhibits may reproduce poorly

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Academic Records, \*Admission Criteria, Admissions Counselors, Bayesian Statistics, College Admission, Community Colleges, \*Competitive Selection, Computer Oriented Programs, Data Bases, \*Grade Prediction, \*Health Occupations Education, \*Junior Colleges, \*Models, Predictive Measurement, Probability, Student Records

Due to factors such as high enrollment demands, limited institutional space, and high program costs, certain admissions requirements in the guidance/selection of students for health technology programs at Virginia Western Community College (VWCC) have become necessary. A Health Technology Admissions Evaluation System was created to develop and implement: (1) a computer-based information system to effectively and efficiently collect, summarize, and rank data elements for each applicant; (2) a multiple comparative guidance/selection system sensitive not only to traditional data but to unique student characteristics; (3) provisions for historical files and status reports on applicants; and (4) procedures and techniques for evaluating the effectiveness and efficiency of different guidance/selection decisions. Student flow through the system involves the following: students file admissions applications providing educational background information to the admissions office; health technology counselors and, then, the program head interview applicants and supply subjective value judgements on probable success, first quarter grade point average (GPA), physical health, etc.; VWCC institutional research office provides academic predictions of first



quarter GPA and graduation probability; and the selection committee evaluates all data elements and makes final decisions. Information on computer software and the four prediction models used is included. (Author/TR)

**ED 154 872** JC 780 282

Delgrosso, George M., Ed. *And Others*  
**College Perspective '77: Confrontation or Collegiality. Proceedings, Annual International Institute on the Community College (8th, Lambton College, Sarnia, Ontario, Canada, June 13-16, 1977).**

Lambton Coll. of Applied Arts and Technology, Sarnia (Ontario); Saint Clair County Community Coll., Port Huron, Mich.

Spons Agency—American Association of Community and Junior Colleges, Washington, D.C.; Association of Canadian Community Colleges.

Pub Date Jun 77

Note—251p.

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.**

Descriptors—Broadcast Television, Cognitive Style, \*Collective Bargaining, \*College Faculty, Community Colleges, Conference Reports, \*Conflict Resolution, \*Educational Change, Effective Teaching, Faculty Evaluation, Interinstitutional Cooperation, \*Junior Colleges, Political Influences, School Industry Relationship, Teacher Exchange Programs, Television Curriculum, Vocational Education

Identifiers—Canada

Papers and addresses on aspects of confrontation affecting community college productivity and viability are presented. Keynote speeches include: "Learning to Live While Learning to Make a Living" by George J. Bullied; "Communication and Collegiality" by Charles M. Galloway; "Is Education the One Profession Immune to Change?" by Richard Hagemeyer; "Employment for Canadians: The Challenge to Community Colleges" by J. K. Manion; S. V. Martorana's "Current Confrontation of Organizational Positions in Post-Secondary Education"; John Roueche on "Community College Teaching"; and Alphonse D. Salinger's "Collective Bargaining and Professionalism." Various workshop papers are presented: "Faculty Evaluation Within Collective Bargaining Constraints" by James C. Catania; "Cognitive Style Mapping for Administrators" by S. James Corvey and Barbara K. Barnes; Frank C. Gerry's "Collective Bargaining in the Academic Environment"; Robert Moses on "Developing Staff Exchange Among Colleges and Industry, Business, and Agencies"; Robert R. Murphy on "Outreach Community Services"; "Canadian Studies and Technical and Vocational Education" by Jim Page, and "Cooperative Plans and Experiences Concerning the Integration of Broadcast Television Resources as a Part of Adult Education" by Robert Tilroe. Additional contributors include Cliff M. McIntosh, Karen O'Kain, and James L. Ratcliff. (TR)

**ED 154 873** JC 780 283

**Community College Instructors' Out-of-Class Professional Functions: Report of a Survey of Full-Time and Part-Time Faculty in California Community Colleges.**

California Community and Junior Coll. Association, Sacramento.

Pub Date Mar 78

Note—61p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*College Faculty, Community Colleges, Faculty Workload, \*Junior Colleges, \*Noninstructional Responsibility, \*Part Time Teachers, Questionnaires, Rural Urban Differences, School Size, \*State Surveys, \*Teacher Participation, Teacher Responsibility, Teaching Experience, Teaching Load

Identifiers—\*California

This study was conducted through a mailed survey of randomly selected full- and part-time faculty at 15 California community colleges. Responses came from 1,302 full-time (49.3% reporting) and 1,544 part-time faculty (32.9% reporting). Respondents represented a wide range of teaching fields. Of full-time respondents, 69.3% reported seven or more years of teaching experience at community colleges, and over 94% primarily taught credit courses. Of part-time faculty, 77.9% reported seven or less years of teaching experience at community colleges, over 87% primarily taught credit courses, 22.5% reported their only employment to be at their current college, and over 50% wanted to obtain full-time positions. For both groups, there was a wide

range of participation in the 39 out-of-class functions listed on the survey instrument. In general, the highest mean frequencies of participation were in functions closely related to instruction, and the lowest frequencies involved functions associated with personnel selection, supervision, and evaluation. In addition, participation in out-of-class activities increased with teaching experience; there were higher participation rates in rural than in urban and suburban colleges; part-time faculty with greater teaching loads participated in more functions; and a positive relationship existed between desire for full-time employment and out-of-class participation. (Author/TR)

**ED 154 874** JC 780 284

Jensen, Mary E.

**Structures, Services and Staffing in Learning Resource Centers in Selected California Community Colleges.**

West Valley Coll., Saratoga, Calif.

Pub Date May 78

Note—17p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Audiovisual Aids, Community Colleges, Instructional Materials, \*Instructional Materials Centers, \*Junior College Libraries, \*Junior Colleges, Librarians, Library Acquisition, Library Circulation, Library Reference Services, Library Technical Processes, Paraprofessional Personnel, Personnel Data, \*Staff Utilization, \*State Surveys, Working Hours

Identifiers—California

A survey of learning resource centers in 15 California community colleges was conducted to aid the staff of the West Valley College center in determining what changes to make in organizational structure, administration, services, and staffing. The survey instrument elicited information on staffing in various departments, work loads, service hours, staffing and operation of service points and the reference desk as well as full- and part-time certificated (professional), classified (non-professional), and student personnel. Acquisitions, circulation, and distribution, instructional development, equipment, and word processing were also explored. All colleges provided technical processes, book acquisitions, and periodicals services, and all but one or two employed full-time certificated and classified staffs. Approximately two-thirds of the colleges had some type of media acquisitions; one-half assigned full-time certificated and two-thirds full-time classified personnel to this function. Nearly all colleges had one or more full-time certificated staff members assigned specifically to public service/reference coordination. Part-time personnel were employed at two-thirds of the centers. Instructional development was a function in three-fourths of the centers with full-time certificated personnel generally responsible for the service. Students were employed at all centers for various time amounts. (TR)

**ED 154 875** JC 780 285

Caldwell, F. L. Charles, Dick

**De Anza College Extended Campus Report to the President, 1977-1978. De Anza College Extended Campus, Report Number 2.**

De Anza Coll., Cupertino, Calif.

Pub Date [78]

Note—29p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Community Colleges, Educational Resources, \*Junior Colleges, Needs Assessment, Nontraditional Students, \*Off Campus Facilities, \*Organizational Change, Organizational Communication, \*Outreach Programs, \*Program Development, Program Evaluation, Program Planning, School Community Relationship

Identifiers—De Anza College CA

The Extended Campus Segment of De Anza College was designed as a brokerage between main campus educational resources and the needs of its service community. To that end, the segment was reorganized to provide a continual system of community needs and interests assessment with emphasis on individual learners as its base; to establish an educational delivery system to meet the needs of the pluralistic community in a variety of community facilities; to develop an accountability model to insure alignment between community and college needs and interests; and to serve as a vestibule preparing nontraditional students to cope with conditions of attending the

large and complex college campus. This report outlines the major effects of the reorganization process on the extended campus in particular for 1977-78 and on the functioning of the college in general. Five major categories and areas are addressed: (1) descriptive—including historical background, goals, and objectives; (2) the effects of reorganization on the body politic of the extended campus operation; (3) the "buy ins" that have resulted from reorganization; (4) future plans and directions; and (5) an appraisal within the context of the extended campus mission statement. In addition, program offerings, support and instructional segments, new program development, and the Sunnyvale Center are reviewed. (TR)

**ED 154 876** JC 780 286

Myers, Byron And Others

**Community College/Vocational-Technical School Articulation: The Third Party Method.**

Pub Date [78]

Note—7p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Articulation (Program), \*College High School Cooperation, Community Colleges, Consortia, Cooperative Planning, Interinstitutional Cooperation, \*Junior Colleges, Models, Program Development, Technical Education, \*Vocational Education, \*Vocational High Schools

Identifiers—\*Luzerne County Community College PA

Luzerne County Community College (Pennsylvania) received funds to articulate its program with three vocational/technical high schools in its service area. The proposal involved establishing a consortium intended to develop greater cooperation and more effective career education planning, to eliminate duplication, and to provide greater use of facilities. The project began with formation of a Joint Planning Committee consisting of the vocational/technical school directors and the college dean of instruction. Outside, impartial consultants were hired to administer the project. Three types of articulation were identified: conventional—advanced standing for qualified vocational students; administrative—administrators from each institution to meet and discuss coordination methods regularly; and interdependent—sharing facilities and eliminating duplicated offerings. Common curricula at the vocational/technical schools and the college were then identified, and instructors in the seven identified areas met to determine criteria for award of advanced placement credits to vocational graduates entering the college and to identify other areas of cooperation. Students at the high schools were surveyed as to their educational plans and interests; results indicated an overwhelming need for articulated postsecondary opportunities. (TR)

**ED 154 877** 95 JC 780 289

**Community Impact Study: A Summary.**

Kalamazoo Valley Community Coll., Mich.; Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 77

Note—43p.; For a related document, see JC 780 291

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Community Attitudes, Community Colleges, \*Community Surveys, Economic Factors, Educational Needs, Employer Attitudes, Institutional Research, \*Junior Colleges, Participant Satisfaction, \*Program Effectiveness, \*School Community Relationship, Teacher Attitudes

Identifiers—Employer Surveys, \*Impact Studies, Kalamazoo Valley Community College MI

Kalamazoo Valley Community College (KVCC), in cooperation with the National Center for Higher Education Management Systems, conducted a comprehensive community impact study designed to provide information for planning and evaluating college programs and services. To discover KVCC's economic, educational, and social/recreational impact on its service community, six target populations were surveyed utilizing a variety of random, stratified, universal, and selected samples: registered voters, KVCC faculty and staff, other area educators, area employers, civic leaders, and social agency directors. Additional appropriate information came from college

records. KVCC was perceived as performing its role and serving the community in a very satisfactory manner by 96% of the 1,125 respondents; a very small minority indicated unmet education needs. Needs cited were generally specific to individual interests and concerns. Eighty-two percent of sampled registered voters who had educational contact with KVCC expressed satisfaction with their experiences. Ninety-four percent of employers employing people trained at KVCC rated the training as good or excellent. Respondents who used college services (20,000 annually) and facilities expressed high degrees of satisfaction. KVCC had a positive economic impact on the community; nearly six million dollars locally each year are expended with about three million funneled into the local economy from state funding. (Author/TR)

**ED 154 878** JC 780 290  
Gold, Ben K.

**First Semester Performance of Fall 1977 L.A.C.C. Entrants According to Last School Attended.**  
Los Angeles City Coll., Calif.

Pub Date May 78

Note—11p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Academic Achievement, Academic Records, \*College Credits, \*College Freshmen, Community Colleges, \*Educational Background, Foreign Students, Grade Point Average, \*Junior Colleges, Junior College Students, Reading Tests, Student Characteristics

This study summarizes scholastic performance of Los Angeles City College (LACC) fall 1977 entering students according to last school attended prior to registering at LACC. Data were derived from a district computer center printout, "Grade Listing of Freshmen Fall 1977", which listed all students' names, units attempted and completed, grade points and grade point averages (GPA), grouped in terms of last school attended. The nearly 15,000 applicants included students from schools in 38 California counties, all 50 states, the District of Columbia, and over 100 foreign countries. Only 48% of applicants completed work at LACC during fall 1977. The average student who finished some work, completed 7.5 units and had a semester GPA of 2.558. GPA of students from local "feeder" high schools ranged from 1.881 to 2.785; four schools averaged above 2.7, while the remaining schools showed GPA below the overall 2.558 average. Among students showing higher than average GPA were transfers from 13 local community colleges, three Southern California state universities, the University of California at Los Angeles, and the University of Southern California, students from 28 out of 34 states, and from 20 of 27 foreign countries. The bulk of the data is organized in five data tables. (Author/TR)

**ED 154 879** JC 780 291  
Community Impact Study: A Case Study.

Kalamazoo Valley Community Coll., Mich.; Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

**Spons Agency**—Office of Education (DHEW), Washington, D.C.

Pub Date 10 Mar 78

Note—20p; For a related document, see JC 780 289

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—College Planning, \*Community Attitudes, Community Colleges, \*Community Surveys, Economic Factors, Educational Needs, Employer Attitudes, Institutional Research, \*Junior Colleges, Program Evaluation, \*Research Design, Research Methodology, Research Utilization, School Community Relationship, Teacher Attitudes

**Identifiers**—Employer Surveys, \*Impact Studies, Kalamazoo Valley Community College MI

A community impact study for Kalamazoo Valley Community College (KVCC) was conducted to generate data for institutional planning, management, and evaluation. Specifically, the study involved learning how well KVCC was achieving its stated goals relative to career advancement, personal development, and recreational enjoyment; determining general community awareness of and satisfaction with college programs and services; assessing general community perceptions of unmet educational needs; and establishing an information base for measuring future impact changes. The college's Program Development Services Office assumed responsibility

for the study and established an Advisory Committee of community representatives to provide guidance. The college President and cabinet worked closely with study developers. Six area populations were identified as target groups: registered voters, employers, educators from other institutions, civic leaders, social agency directors, and KVCC faculty and staff. A variety of survey procedures were used: group interviews, questionnaires designed for each population, and certain common questions for every respondent. Findings, problems encountered in the study design and procedures, and administrative use of the findings are reviewed in the report. (TR)

**ED 154 880** 95 JC 780 293  
Harlacher, Ervin L., Ed. Gollatscheck, James F., Ed.

**Implementing Community-Based Education. New Directions for Community Colleges, No. 21.**  
California Univ., Los Angeles. ERIC

Clearinghouse for Junior Coll. Information. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 78

Note—109p.

Available from—Jossey-Bass, Inc., Publishers, 433 California Street, San Francisco, California 94104 (\$5.00)

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

**Descriptors**—Administrative Problems, College Faculty, Community Colleges, \*Community Education, \*Delivery Systems, Educational Planning, Faculty Development, Federal Aid, Financial Support, Governing Boards, \*Junior Colleges, Needs Assessment, Nontraditional Students, Performance Based Education, \*Program Development, Program Evaluation, Program Planning, \*School Community Relationship, Student Personnel Services, Urban Areas

**Identifiers**—\*Community Based Education, Impact Studies, Information Analysis Products

Overviews of several significant areas of community-based education including specific practices and procedures of community college educators are contained in this sourcebook. Articles cover the development of community-based education from its inception, clearly defining the community-based community college; specific suggestions for sound planning; the problem of staff selection and development in light of community-based education; difficult management problems from the viewpoint of the highly innovative Community College of Vermont; an analysis of current and projected delivery systems; providing student personnel services to nontraditional students through "brokering" systems; the relationship between community-based and performance-oriented education; how to fund community-based programs; the unique problems of providing community-based education in urban centers; the importance of trustee orientation and education in innovative movements; and assessing the impact of community-based programs on communities served. A review of pertinent literature and a bibliography are also presented. Contributors include: Erwin L. Harlacher, James F. Gollatscheck, Gundar A. Myran, Max Tadlock, William A. Keim, Peter P. Smith, Hyman H. Field, Steve Mills, Robert E. Hency, Gary D. Hallingsworth, Dale Parnell, Sidney S. Micek, and Edward M. Cooper. (Author/TR)

**ED 154 881** JC 780 294  
Woods, Nancy A.

**Electronics Program Review: Student Survey [and] Secondary Data.**

Kalamazoo Valley Community Coll., Mich.

Pub Date Apr 78

Note—35p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Age, Assignments, Community Colleges, Comparative Statistics, \*Courses, Educational Objectives, \*Electronics, Enrollment, Females, Grades (Scholastic), Institutional Research, \*Junior Colleges, Males, Productivity, \*Program Evaluation, Student Characteristics, Student Employment, Student Opinion, \*Surveys

**Identifiers**—Drop Add Transactions (Courses), Seat Utilization

This document contains two reports on students in electronics courses at Kalamazoo Valley Community College; the first provides student characteristics data as well as students' perceptions of the courses, and the second presents secondary data gathered from various internal

college sources. In the first study, 96 students (46.4% of those contacted) enrolled during spring 1977, fall 1977, and spring 1978 returned questionnaires eliciting information on sex (90 male, 6 female); age (34 aged 18-21, 38 aged 22-30, 20 aged 31-40, and 4 over 40); employment (over 80% employed); need for prerequisite courses (65 indicated math, 29 reading, 32 writing). Students enrolled in spring and fall 1977 differed from students enrolled in spring 1978 in terms of educational goals; a higher proportion of 1978 students sought a degree in electronics (76% versus 31%). The most frequently stated reason for withdrawals, low grades and for not meeting goals was excessive workload. The second study collected information on enrollment history, grade summary, seat utilization rate, and drop/add transactions. Comparisons between electronics and other programs for which similar data were available indicated that enrollment per section in electronics averaged 6.9 students below the academic mean, passing grades were 28% lower, seat utilization was 14% lower, and drop/add transactions exceeded those for other disciplines. (TR)

**ED 154 882** JC 780 296  
Stevens, Mary A.

**A Comparative Demographic Study of Students Enrolled in Library-Based and in Campus-Based Courses at Black Hawk College.**

Pub Date 78

Note—135p; Ed.D. Dissertation, Nova University

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

**Descriptors**—Access to Education, Adult Students, Community Colleges, Demography, Educational Background, Educational Objectives, High School Equivalency Programs, Interinstitutional Cooperation, \*Junior Colleges, Library Cooperation, Minority Groups, \*Nontraditional Students, \*Outreach Programs, Part Time Students, \*Program Evaluation, \*Public Libraries, \*Student Characteristics

**Identifiers**—Black Hawk College IL, Study Unlimited

The Study Unlimited Program, developed at Black Hawk College (Illinois) to improve access to postsecondary opportunities for non-traditional students, makes General Education Development Test preparation and college-credit courses available in six area public libraries and in the on-campus Independent Learning Center. All library-based courses parallel existing campus-based courses and most are designed and taught by regular full-time college faculty. The courses are self-paced and offered on a variable entry/exit basis. This study compared random samples of 100 Study Unlimited students and 100 regular college students enrolled during fall 1977 to determine if Study Unlimited was reaching the "new" student population it was intended to serve. The two populations differed significantly in terms of ethnic origin, past level of academic achievement, and major educational goals. Study Unlimited participants were more frequently non-white, had lower past achievement levels, and had more major college goals that were not job-related. However, the groups did not differ significantly in age distribution, full- or part-time status, employment status, high school equivalency completion methods, or previous enrollment at the college, indicating that Study Unlimited was no more effective in reaching the older, employed part-time student than was the regular college program. Recommendations based on study findings focus on greater recruitment efforts, and course additions and changes called for by characteristics of the students. (Author/TR)

**ED 154 883** JC 780 298  
Stevens, Mary A.

**Course by Newspaper Community Forums at Black Hawk College.**

Pub Date Apr 78

Note—10p; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (58th, Atlanta, Georgia, April 9-12, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Citizen Participation, Community Colleges, Cooperative Planning, \*Discussion Programs, Humanities Instruction, \*Interinstitutional Cooperation, \*Junior Colleges, Library Cooperation, \*Models, Newspapers, Program Planning, Public Affairs Education, \*School Community Programs

**Identifiers**—Black Hawk College IL, \*Community Forums Concept, \*Newspaper Courses

Community forums, based on newspaper courses operating as part of the Black Hawk College (Illinois) university parallel program, were completely planned, administered, and executed by the college humanities faculty in cooperation with community co-sponsors. In most cases, the cooperative efforts represented new official ties between college and community, although in many cases the community groups were approached by faculty who were already group members. Cooperating organizations included the River Bend Library System and such special interest groups as the American Association of University Women, Churches United, and Parents without Partners, as well as social and civic, age, and labor groups. The model forums involved the following components: a discussion series based on the fall 1977 national newspaper course, "Crime and Justice in America", offered for college credit; an introductory workshop to announce the project through the news media and provide all community co-sponsors an opportunity to meet; the adoption of the "town meeting" format for discussions at which a faculty member served as moderator and was joined by citizen experts; a panel of local experts (a social worker, an attorney, and a police officer) who attended discussions, reviewed meeting results, developed a set of recommendations, and presented them in a series of television tapes. Plans for future forums are reviewed. (TR)

**ED 154 884** JC 780 299  
Stevens, Mary A.

**Public Library and Community College: A Model for Off-Campus Instruction.**

Pub Date April 78  
Note—10p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (58th, Atlanta, Georgia, April 9-12, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
Descriptors—Autoinstructional Aids, Autoinstructional Programs, Community Colleges, Individualized Programs, Interinstitutional Cooperation, \*Junior Colleges, \*Library Cooperation, Models, Multimedia Instruction, \*Nontraditional Students, \*Outreach Programs, Programmed Instruction, Program Effectiveness, \*Public Libraries

Identifiers—Black Hawk College IL, Illinois  
Black Hawk College's Study Unlimited cooperative program with the River Bend Library System, established in 1972, is presented as a model for community college and public library cooperation in offering off-campus instructional opportunities to new student populations by breaking time and place access barriers. Study Unlimited's objectives are to provide college credit courses, preparation for General Education Development examinations, and assistance in preparing for the College Level Examination Program at public library locations. The courses, of which there are three types, are variable entry/exit, self-paced, and taught by regular college faculty. Videocassette and multi-media courses must be largely completed at the libraries; students may order any necessary materials and take tests in the library and need not come to campus unless they want to attend discussion sections. Take-home courses rely almost entirely on printed material to be completed at home; enrollment and examination services are available at the various libraries. Audio cassette courses may be checked out for a small fee for home use or may be completed in the library. Nearly 35 courses are offered overall on such subjects as English literature, algebra, music, career planning, etc. Since its inception, the Study Unlimited program has been the fastest growing part of the college. Program financing and future plans are discussed. (TR)

**ED 154 885** JC 780 300  
Kelly, J. Terence  
**Effective Promotion in a Greater Metropolitan Area.**

Pub Date 11 Apr 78  
Note—9p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (58th, Atlanta, Georgia, April 9-12, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
Descriptors—Community Colleges, Educational Television, Enrollment, Information Dissemination, Interinstitutional Cooperation, \*Junior Colleges, Marketing, \*Nontraditional Students, \*Publicize, Public Relations, School Communi-

ty Cooperation, Student Attitudes, \*Student Recruitment, Teacher Attitudes, \*Telecourses  
Community colleges offering or contemplating offering television-based courses will be successful in promotional efforts if the fundamental, philosophical purpose is built upon a need for expanding current educational services to a population thus far unaffected by on-campus programs. Efforts in promoting television courses should be made so that the courses do not threaten on-campus programs, and are better understood by college faculty, more adequately supported by administrators, and more efficiently utilized by students. Since a new clientele is being sought and marketing represents a new adventure for colleges, new thinking and new approaches are indicated beyond traditional promotion methods such as radio, television, and newspaper ads, feature stories, direct mailing, posters, etc. Additional promotional efforts might include using billboards, bus benches, bus advertisements, and bumper stickers, advertising in small community newspapers, and taking advantage of widespread commercial promotion of national television courses such as Bronowski's "The Ascent of Man." College cooperation with community components such as public libraries, rehabilitation institutions, veterans' hospitals, clubs and organizations, and travel agencies can increase visibility and enrollment, and college faculty and students can also be effective recruiters and supporters for television courses. (TR)

**ED 154 886** JC 780 301  
Woods, Nancy A.

**Instructional Development Services: A Project Evaluation.**

Kalamazoo Valley Community Coll., Mich.  
Pub Date 27 Jul 78  
Note—35p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
Descriptors—Administrator Role, \*College Faculty, Community Colleges, Consultation Programs, Educational Development, Faculty Development, \*Grants, \*Instructional Improvement, Instructional Innovation, \*Junior Colleges, Program Effectiveness, \*Program Evaluation, Teacher Administrator Relationship

The Kalamazoo Valley Community College (Michigan) Instructional Development Services (IDS) program was designed to provide consultation services for faculty wanting to develop and refine instructional strategies; to review grant proposals, award grants, and monitor faculty grant progress; and to provide faculty on-campus seminars for specific purposes or issues. An evaluation project aimed at answering four major questions about IDS: what IDS planned to accomplish, what procedures and criteria were employed in carrying out objectives, what activities and accomplishments directly resulted from IDS, and what impact IDS had on administrators, faculty, and students. Data came from a faculty survey, interviews with grant recipients who had finished their projects, interviews with IDS committee members, observations, and a review of documents. Although overall IDS success was found, IDS plans for 1975-76 were not specific and criteria for selection of faculty proposals were not established. IDS primarily affected administrators by increasing the time they devoted to instructional development activities and also increased faculty knowledge and skills. IDS impact on students was not adequately measured, although faculty and administrators generally perceived students as benefiting from IDS activities. Appendices cover IDS project implementation processes, evaluation report summaries, selected IDS grants, and an IDS proposal outline. (TR)

**ED 154 887** 95 JC 780 302  
Hammons, Jim And Others  
**Staff Development in the Community College: A Handbook. Topical Paper No. 66.**

California Univ., Los Angeles. ERIC  
Clearinghouse for Junior Coll. Information.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 78  
Note—74p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**  
Descriptors—College Faculty, Community Colleges, Evaluation Methods, \*Faculty Development, Faculty Evaluation, \*Guides, Inservice Teacher Education, \*Junior Colleges, Models, Needs Assessment, \*Part Time Teachers, Personnel Evaluation, Program Development, Program Evaluation, \*Program Planning, Questionnaires, \*Staff Improvement

Identifiers—Information Analysis Products

Because the concept of staff development has generated considerable interest in community colleges nationwide, and many educators are engaged in its implementation, this handbook was prepared as a comprehensive survey of essential topics in planning, implementing, and evaluating staff development programs. The handbook, focusing on in-service education, is divided into six chapters and four appendices. Chapter 1 deals with definitions, purposes, and rationale of staff development; Chapter 2 reviews some of the more persistent questions raised about planning and implementing a program for full-time staff; and Chapter 3 describes various means to determine staff needs. In Chapter 4, the unique needs of part-time faculty are delineated, while Chapter 5 discusses program evaluation. Chapter 6 represents views on key elements essential to effective programs. Appendix A includes a useful format for a staff development questionnaire; Appendices B and C illustrate different needs survey instruments and interview questions; and Appendix D lists possible topics to be included in a needs assessment query. A practitioner's bibliography and a list of references follow the appendices. (Author/TR)

**ED 154 888** 95 JC 780 303  
Alfred, Richard L.

**Coping with Reduced Resources. New Directions for Community Colleges, No. 22.**

California Univ., Los Angeles. ERIC  
Clearinghouse for Junior Coll. Information.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 78  
Note—112p.

Available from—Jossey-Bass, Inc., Publishers, 433 California Street, San Francisco, California 94104 (\$5.00)

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**  
Descriptors—College Administration, Community Colleges, Cost Effectiveness, Decision Making, Declining Enrollment, \*Educational Planning, Federal Aid, Federal Regulation, \*Financial Support, Governance, Institutional Autonomy, Institutional Research, \*Junior Colleges, Management Systems, Reduction in Force, \*Resource Allocations, \*Retrenchment, State Agencies, State Aid, Teacher Participation  
Identifiers—Information Analysis Products

In this sourcebook, nine contributors explore the issue of reduced resources for community colleges in the current period of decelerating growth. S. V. Martorana describes how public two-year institutions have become increasingly dependent on state and federal financial support, resulting in losses of college autonomy. W. Gary McGuire examines state support patterns in 39 states, with a majority reporting "stabilized" funding conditions not far removed from the declining resources condition. Lee G. Henderson explores the burgeoning role of state agencies. Two models for retrenchment are presented by Herbert M. Sussman, based on responses to operating budget cuts at New York City Community College. Richard DeCosmo considers how budget cuts effect curriculum and instruction, and Jane E. Matson outlines reduction effects on student personnel services. James L. Wattenbarger discusses two approaches for administrative planners facing resource reductions, while Richard C. Richardson reviews the types of problems administrators will have to face in future, concluding that careful institutional research and planning can help maintain or increase institutional effectiveness. Dorothy M. Knoell and Richard L. Alfred look at some heretical concepts for community colleges to adopt in order to maintain the growth that characterized their early years. A pertinent bibliography is included. (Author/TR)

**ED 154 889** JC 780 304  
Davidson, Judy

**Characteristics of New Students. Research Report #1.**

Cypress Coll., Calif.  
Pub Date [76]

Note—301p.; For related documents, see ED 026 985, 134 255, and JC 780 305-309. Figures may reproduce poorly

**EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.**  
Descriptors—College Environment, College Freshmen, Community Colleges, Commuting Students, Day Students, Evening Students, \*House Plan, Institutional Research, \*Junior



Colleges, Nonresidential Schools, Questionnaires, Statistical Data, \*Student Attitudes, \*Student College Relationship, Student Employment, \*Surveys, Tables (Data)

This report presents and analyzes data gathered as one part of a multi-phase, multi-method, comprehensive study of several aspects of the House Plan as it exists at Cypress College. All day (458) and evening (128) students, entering February 1976 and registered for six units or more, were surveyed. The survey instrument tested students' general knowledge of the House Plan, asking about House membership, counselors, House advisors and presidents, and elicited information about students' involvement in campus activities, asking the number of hours students worked per week, the hours spent in classes or labs per week, where they ate lunch over a six-week period, and extra-curricular activities. The differences between day and evening students by House for each of the information areas explored are discussed. Of day students, 325 identified their House advisors and 322 their House presidents incorrectly. Over 44% of day students worked from 0-5 hours per week, while nearly 15% worked from 16-20 hours compared to 44% of evening students working 36-40 hours and 25% working 0-5 hours weekly. Nearly 41% of day and over 67% of night students spent less than 2 hours on campus weekly aside from class or lab attendance, and 544 students from both groups reported participation in no extra-curricular activities. Data are presented primarily in 124 figures. (TR)

ED 154 890

JC 780 305

Davidson, Judy

Faculty Attitudes, Research Report #3.

Cypress Coll., Calif.

Pub Date Jun 76

Note—58p.; For related documents, see ED 026 985, 134 255, and JC 780 304, 306-309

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrative Personnel, \*College Faculty, Community Colleges, \*House Plan, Institutional Research, Job Satisfaction, \*Junior Colleges, Organizational Climate, Surveys, Teacher Administrator Relationship, \*Teacher Attitudes, \*Work Attitudes

As part of a multi-phase, multi-method study of the House Plan concept at Cypress College in California, this report explores faculty attitudes toward various aspects of the college as well as the House Plan itself. A random sample of 100 faculty members, stratified along division lines, were sent a brief, open-ended questionnaire soliciting opinions on community colleges in general and Cypress College, the House Plan, and the college's administration in particular. Ninety-two questionnaires were returned. The majority of the sample (57) expressed extremely positive and enthusiastic feelings towards the overall community college concept; there were only 7 negative, 13 neutral, and 11 "need for improvement" responses. Half of respondents expressed positive attitudes toward Cypress College and generally felt it was a good example of a community college. Twenty-two respondents expressed negative opinions of the college. Only 20 faculty members viewed the House Plan favorably, while 46 members expressed dissatisfaction, 10 ambiguous feelings, and 10 neutrality towards the concept. Half of the respondents expressed negative attitudes toward the college administration, although not the same half that disliked the House Plan; 26 viewed the administration favorably. In addition, specific positive and negative House Plan aspects were reported by faculty. (Author/TR)

ED 154 891

JC 780 306

Davidson, Judy

Patterns of Faculty Association, Research Report #4.

Cypress Coll., Calif.

Pub Date Jul 76

Note—53p.; For related documents, see ED 026 985, 134 255 and JC 780 304-305, 307-309. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cocurricular Activities, College Environment, \*College Faculty, Community Colleges, Departments, Friendship, \*House Plan, Institutional Research, \*Interpersonal Relationship, \*Junior Colleges, Peer Relationship, Questionnaires, \*Social Relations, Staff

Meetings, Surveys, Teacher Administrator Relationship, Teacher Participation

As part of a multi-phase, multi-method study of the House Plan at Cypress College in California, this study investigated faculty association patterns, assuming that faculty greatly impact campus life, and the general campus milieu. In April 1976, a random sample of 100 full-time faculty, stratified along division lines, were sent survey instruments eliciting information on (1) number of friends, within and outside of respective college divisions and outside of the college, whom faculty members saw regularly, and (2) for a one week sample period, the amount of faculty/administration contact (both formal and informal), where faculty ate lunch, and the numbers of meetings attended and campus activities participated in. Seventy-one questionnaires were returned. Findings indicated faculty tended to have more friends within their own divisions than from other divisions. Whether this segregation was directly attributable to the House Plan was not determined. Business Education faculty in particular had more friends within their division and fewer outside which might indicate high internal cohesiveness. Faculty interacted with fewer administrators than with other faculty members. About 75% attended one to three meetings weekly, and 60% reported participating in no other campus activities, including extra-curricular activities of Houses to which they belonged. (TR)

ED 154 892

JC 780 307

Davidson, Judy

A Preliminary Report on Counseling Functions. Research Report #5.

Cypress Coll., Calif.

Pub Date Jul 76

Note—76p.; For related documents, see ED 026 985, 134 255, and JC 780 304-306, 308-309. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—College Environment, Community Colleges, \*Counseling Services, Counselor Role, Counselors, \*Graduate Surveys, Guidance, Guidance Objectives, \*House Plan, Institutional Research, \*Junior Colleges, Nonresidential Schools, Participant Satisfaction, Questionnaires, Student Attitudes, Student College Relationship, \*Student Needs, Surveys

This report is a preliminary study of the counseling aspect of the House Plan at Cypress College in California. For the study, all House counselors kept records of how many students they saw for a nine-day period in May 1976 and indicated why they felt students came to see them. In addition, three groups of students (graduation attendees, those eligible for graduation in June, and those who graduated June 1975) were surveyed as to assistance attained from counselors while at the college, whether counselors helped with post-graduation plans, students' House assignments, the advantages of the House Plan, participation in and suggestions for future House activities, and if the college should maintain the Plan. Counselors reported 558 students visited them during the study period. Of these, 426 came for academic, 109 for occupational/career, and 23 for personal reasons. Of graduation attendees (135), those eligible for graduation (256), and June 1975 graduates (280), 98, 191, and 195 respectively felt that counselors had helped them while at the college. A comparison of the kinds of help students wanted and the kinds they received revealed a discrepancy. Approximately 80% of graduation eligible and 54% of graduated students felt having a counselor in their Houses was valuable. (TR)

ED 154 893

JC 780 308

Davidson, Judy

A Preliminary Report on Student Evaluations of the House Plan, Research Report #6.

Cypress Coll., Calif.

Pub Date Aug 76

Note—64p.; For related documents, see ED 026 985, 134 255 and JC 780 304-307, 309. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cocurricular Activities, College Environment, Community Colleges, \*Counseling Services, Counselors, \*Graduate Surveys, \*House Plan, Institutional Research, \*Junior Colleges, Nonresidential Schools, Participant

Satisfaction, Questionnaires, \*Student Attitudes, \*Student College Relationship, Surveys

As part of a multi-phase, multi-method study of the House Plan at Cypress College in California, this study surveyed three student populations as to various House Plan aspects. Questionnaires were given or mailed to 135 students attending graduation rehearsal in June 1976, 256 students eligible for graduation, and 280 alumni who graduated in June 1975. The questionnaires elicited information about whether House counselors were helpful, House assignments, advantages of the Plan, participation in and suggestions for future House activities, and whether the Plan should be continued. Among day students 54% of graduation attendees felt being assigned to a House had personal advantages, only 24% had participated in House activities, and over 88% indicated the college should keep the Plan. Among those eligible for graduation, over 62% either did not answer or responded "don't know" to a question on the purpose of House advisors; another 17% manifested confusion about advisors' roles. Over 76% said House counselors did not help them while at the college. Approximately 45% felt they'd been personally helped by the House Plan, but 46% felt the Plan was not helpful. Among alumni, almost 49% did not answer or did not know the purpose of House advisors, over 69% were not personally helped by advisors, and over 62% did not feel the Plan had helped them while at the college. (TR)

ED 154 894

JC 780 311

Steiner, Peter E.

Report of Special Panel on Intercollegiate Athletics at Olympic College.

Olympic Coll., Bremerton, Wash.

Pub Date Feb 77

Note—48p.; Appendix F may reproduce poorly

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Athletic Coaches, \*Athletic Programs, \*Athletics, Community Colleges, Financial Support, \*Junior Colleges, Junior College Students, Physical Education Facilities, Publicize, School Community Relationship, \*School Policy, School Surveys, Student Attitudes, Student Interests, Student Recruitment, Womens Athletics

Identifiers—Educational Amendments 1972 Title IX

This report was compiled to insure compliance with current Board of Trustees' and Title IX guidelines relative to intercollegiate athletics; to report the status of athletic facilities and funding, student athletic recruitment, and athletics staffing; and to determine the desired scope, standards, and emphasis of the college's athletic program. To those ends, the Special Panel on Intercollegiate Athletics at Olympic College examined the college's win/loss record for the previous five years, the academic performance of students in four sports, the implications of Title IX requirements, student interest in and participation in various sports, school-by-school sports offerings in Washington, the literature on collegiate athletics, and the opinions of several out-of-state experts in the field. Study findings indicated college teams had win/loss records above .500 in 23, at .500 in 3, and below .500 in 15 instances; students in football and men's basketball exhibited low grades, light academic loads, and frequent dropping out; students in volleyball and women's basketball showed high grades, normal academic loads, and high retention. Panel recommendations, the president's response, questionnaire responses of students and student-athletes, Title IX recommendations, and a bibliography are included. (TR)

ED 154 895

JC 780 312

Fry, Janice W.

Quality or Quantity? A Discussion of a Pilot Project in Designing State Funding Formulas Based on Performance-Quality Rather than Activity-Quantity.

Volunteer State Community Coll., Gallatin, Tenn.

Pub Date [77]

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Finance, Junior Colleges, Merit Rating Programs, Objectives, \*Organizational Effectiveness, \*Performance Contracts, \*Performance Criteria, Pilot Projects, \*Post Secondary Education, \*State Aid Identifiers—Outcomes Measurement, \*Tennessee A three-year study of Performance Funding in Tennessee was begun in 1975-76 to investigate

the possibility of allocating some portion of state funds for higher education on performance criteria as compared to the current allocation of funds on an enrollment or organizational unit criterion. During the first year, the postsecondary institutions participating in the project were to develop institutional performance indicators that reflect institutional uniqueness and instructional effectiveness. During the second year, data on performance indicators would be collected. Volunteer State Community College is one of 11 colleges and universities participating in Pilot Projects throughout the state. During fall and winter 1976-77, meetings involving members of various disciplines and several divisions were held for the college's faculty to determine what competencies and skills students should have and how competencies and skills could be measured when students exit from specific courses, finish work in a particular discipline, or earn associate degrees and certificates. After skills and competencies were identified, a tentative list of institutional objectives and performance indicators was developed. The college's Performance Funding contract for 1977-78, approved by the Tennessee Higher Education Commission, is appended. (TR)

**ED 154 896** JC 780 313

Eaton, Judith S.

**Studies in Possibilities: Academic Leadership.**

Pub Date 11 Apr 78

Note—10p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (58th, Atlanta, Georgia, April 9-12, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Administrative Personnel, Administrative Principles, Administrator Responsibility, \*College Administration, Community Colleges, Decision Making Skills, \*Junior Colleges, Leader Participation, Leadership, \*Leadership Qualities, Leadership Styles, \*Management, Self Concept

The history of higher education in the United States encompasses conflicting attitudes towards those in educational leadership roles: educational leaders should be well-trained academicians who somehow know how to manage, or they should be well-trained managers who somehow know how to be academic. However, community college educational administrators are neither one nor the other, but persons trained a bit in both areas who get caught in the debate not to determine purpose but in search of identity. The problem does not involve formal training as much as how management responsibilities should be fulfilled and the nature of the academic commitment. To that end, the behavioral context in which people function as leaders determines the success or failure of that leadership. This context involves leaders' self-knowledge, awareness of others, willingness to take risks, and capacity for self-confrontation. In addition, successful "anticipatory" management necessitates understanding the psychology of decision-making and the significance of the systemic approach, maintaining a balance between change and innovation and between strong leadership and delegation, providing honest adverse news as opposed to suspicious good news, making a clear short- and long-term mission statement, identifying success as well as failure, and getting things done. (TR)

**ED 154 897** JC 780 314

McAuliffe, Daniel G.

**Putting It All Together: Developing College Television Consortia. The State Consortia Model.**

Connecticut State Board of Trustees for Regional Community Colleges, Hartford.

Pub Date 11 Apr 78

Note—12p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (58th, Atlanta, Georgia, April 9-12, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Administrative Organization, Administrator Role, Broadcast Industry, Cable Television, College Cooperation, Committees, Community Colleges, \*Consortia, Educational Television, Financial Support, \*Junior Colleges, \*Models, Nontraditional Students, Program Design, Publicize, \*Telecourses

Identifiers—\*Connecticut

A model for a television consortium for Connecticut regional community colleges is presented. A successful consortium involves com-

mitment to the purpose of providing access to higher education for nontraditional students, willingness of program developers and administrators to listen to and work with people having divergent viewpoints, adequate promotion and publicity throughout the consortium area, a sound system of financing the basic operational costs, selection of the proper course for particular needs, a centralized consortium office for overall program administration, and workshops for administrative and instructional personnel in proper television course procedures and operation. The general consortium should be governed by a committee made up of representatives from each of the member institutions, with the authority to make decisions which affect their institutions. Without decision-making authority, the veto power of each institution's administration could effectively destroy the consortium. The television component of the consortium should be directed by a consortium council, consortium coordinator, campus coordinators, and campus instructors, each having specific responsibilities. Financial considerations, possible funding methods and alternatives, course leasing methods, the cable television option and possible broadcaster services, are discussed. (TR)

**ED 154 898** JC 780 316

**A Study of Fringe Benefits and Selected Salaries of California Community College Districts.**

Kern Community Coll. District, Bakersfield, Calif.

Pub Date 78

Note—10p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Community Colleges, Degrees (Titles), Doctoral Degrees, \*Fringe Benefits, Health Insurance, \*Insurance Programs, \*Junior Colleges, Masters Degrees, State Surveys, Statistical Data, \*Teacher Salaries

Identifiers—\*California

A questionnaire requesting fringe benefit and salary information was mailed to the 70 California community college districts. Data, with the 1977-78 salary schedule provided by each district, were used to determine compensation. After fringe benefit information was determined, the dollar amount for each plan was calculated at each of three salary levels: minimum with a master's degree, maximum without a doctorate, and maximum with a doctorate. Averages for fringe benefits, salary, and totals at all levels were reported and compared with averages for spring 1977. Of the 70 districts, 21 offered the "cafeteria" plan that allows employees to choose options for expenditure of specific sums set aside for fringe benefits. Of "cafeteria" plan districts, 13 required health insurance and 8 made it optional. For all districts, 49 reported health insurance for employees and dependents, and several provided choices between types of coverage. Thirty-five districts offered long-term disability or income protection, 61 dental insurance, 42 life insurance, 21 vision coverage, and 2 tax-sheltered annuity plans. Average salary plus fringe benefits increased 6.25%, 6.38%, and 6.38% for minimum with a master's degree, maximum without a doctorate, and maximum with a doctorate, respectively, between 1977 and 1978. Data tables provide fringe benefit and salary rankings for each district. (TR)

**ED 154 899** JC 780 319

**Continuing Education Manual.**

Maryland State Board for Community Colleges, Annapolis.

Pub Date Jul 78

Note—29p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Adult Education, Community Colleges, \*Community Service Programs, Educational Policy, Fees, Guides, \*Junior Colleges, \*Noncredit Courses, Records (Forms), \*State Aid, State Boards of Education, State Standards

Identifiers—Course Approval, \*Maryland

In keeping with a primary mission of Maryland community colleges—to provide comprehensive continuing education for state residents—the State Board for Community Colleges encourages each college to provide a broad range of courses and services to meet the unique needs of respective service area residents. The Board also recognizes that state funding priorities must be established and that certain activities and courses not be supported by state funds. This manual, divided into nine chapters, sets forth the guidelines and procedures that relate to state participation in ap-

proving continuing education courses. Chapter 1 deals specifically with guidelines and procedures and covers such items as enrollments, course funding, fees, and approval, recordkeeping, and courses offered jointly by two or more institutions. Chapter 2 covers evaluation criteria for noncredit courses, both those funded by the state and those not funded. Chapters 3, 4, 5, and 6 explain how to fill out state required course approval and funding forms. Chapter 7 describes resubmission procedures relative to state funding, new course titles and numbers, and increases/decreases in course hours. Chapters 8 and 9 discuss appeal and biannual review processes, respectively. A glossary of terms is appended. (TR)

**ED 154 900** JC 780 323

Parker, Garland G.

**Collegiate Enrollments in American 2-Year Institutions, 1977-78. Statistics, Interpretations and Trends. ACT Special Report Twenty-four.**

American Coll. Testing Program, Iowa City, Iowa.

Pub Date 78

Note—58p.

Available from—ACT Publications, P.O. Box 168, Iowa City, Iowa 52240 (\$2.00)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—College Faculty, \*College Freshmen, Community Colleges, Enrollment, \*Enrollment Trends, Females, \*Junior Colleges, Males, Part Time Students, Post Secondary Education, \*Private Colleges, Proprietary Schools, Statistical Data, \*Technical Institutions, Vocational Education

This report compiles 1977-78 enrollment information for 1,006 two-year postsecondary institutions, including accredited junior and community colleges, multipurpose, technical, and/or vocational schools and institutes, university branch campuses, and proprietary schools. During 1977-78, total enrollment for reporting institutions was 3,336,413, a rise of 2.7% over the previous year. Full-time enrollment declined 1.8%, while part-time enrollment increased sharply from 3.7% in 1976-77 to 6.2% in 1977-78. Full-time students represented 41.6% of the collegiate headcount and 68.1% of the full-time equivalent enrollment. Female enrollment continued to grow from 48.6% in 1976-77 to 51.5% in 1977-78. Six tables, constituting the bulk of the report, break down enrollment data by institution, institution type (public, church-affiliated, proprietary, or independent), geographical region, state, sex, full-time student enrollment, and full-time and total teaching staff. The introductory narrative summarizes enrollment trends and provides a brief look at the future. (TR)

**ED 154 901** JC 780 330

Guthart, Jeanette

**What Happened to the Class of 1973? A Follow-up Study of Day and Evening First-time Freshmen Students at San Jose City College Fall 1973.**

San Jose Community Coll. District, Calif.

Pub Date June 78

Note—37p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Academic Achievement, \*Academic Aspiration, College Majors, Community Colleges, Day Students, Dropout Rate, Evening Students, \*Followup Studies, Grade Point Average, Institutional Research, \*Junior Colleges, Junior College Students, \*Participant Satisfaction, Questionnaires, Statistical Data, Student Attitudes, Surveys, \*Transfer Students

This study of fall 1973 entering freshmen (4,544) at San Jose City College (SJCC), duplicating and expanding on a previous study, was conducted to determine whether the college successfully prepares students for the job market or for transfer to four-year institutions. Data on a random sample of 450 students (221 day, 229 evening) were obtained from student master record files and three follow-up questionnaires: the first went to registrars of colleges to which students had transcripts sent; the second went to students who transferred to San Jose State University; and the third was sent to all other students who transferred to a variety of institutions. Findings indicated for all students that 46.7% had intended at entrance to get an associate degree (AA), 0.4% wanted a bachelor's degree, while 52.9% did not answer; 3.5 years after enrolling at the college, 2.2% had received AA degrees; and 26% received no credit for courses at SJCC.

Most students who transferred to four-year colleges, transferred to San Jose State University (79.2% of transferees). Of these, 68.4% responded to the questionnaire, and 92.6% of respondents felt they were very well or adequately prepared for university work while at SJCC. Information on course load, grade point averages, declared majors, and transfer institutions as well as student perceptions of SJCC is also provided. (Author/TR)

## PS

### ED 154 902 PS 009 661

Bluestein, Neil Acredolo, Linda  
**Developmental Changes in Map-Reading Skills.**  
Pub Date Mar 77

Note—31p.; A portion of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

### EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Age Differences, \*Cognitive Development, \*Map Skills, \*Perceptual Development, \*Preschool Children, \*Preschool Learning, \*Space Orientation, Visual Perception

The ability of 3-, 4-, and 5-year-old children to infer the position of an object in a room from information contained on a map was assessed under five conditions: (1) map aligned inside the room (the pretest); (2) map aligned outside the room; (3) map rotated 180 degrees inside the room; (4) map rotated 180 degrees outside the room; (5) map held vertically outside the room. The results indicated that rudimentary map-reading, as indicated by the pretest, begins between 3 and 4 years of age, but that the ability to compensate for a rotated map does not develop until age 5. The position of the map inside or outside of the room did not affect performance in either the aligned or rotated conditions, with the exception that fewer egocentric errors were made in the rotated-outside condition than in the rotated-inside condition. The relative ineffectiveness of the position variable was interpreted as evidence that young children are capable of generating a mediating mental representation of the map although they may be unable to mentally manipulate it. The vertically held map was easily interpreted by most children who succeeded on the pretest. All the results are discussed in relation to spatial development in general and a three-component model of map-reading in particular. (Author/CM)

### ED 154 903 PS 009 890

Haskins, Ron Mizrahi, Rachel  
**Effects of Strategy Training on Tempo of Responding.**

Pub Date Mar 78

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

### EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cognitive Style, \*Conceptual Schemes, \*Conceptual Tempo, \*Elementary School Students, \*Problem Solving, \*Reaction Time, Research, Time Factors (Learning), Training, Transfer of Training

This paper reports two studies which examined the relationship between problem solving strategies, response latencies, and efficient performance on measures of conceptual tempo. Study I demonstrated that teaching 8-year-old children to use efficient strategies on problem-solving tasks increased both the quality of their performance and their response latencies. In addition, it showed that the children returned to poor performance and short latencies when solving a new task to which they did not apply their strategy. Study II demonstrated that reflectives and impulsives both used short latencies and performed poorly when not using strategies, and that impulsives taught to use a strategy performed more efficiently and with longer latencies than untrained reflectives. It was concluded that response latency is a function of strategy, and that future studies should concentrate on differences in strategies of information processing between reflectives and impulsives, and not speed of responding per se. (Author/JMB)

### ED 154 904 PS 009 891

Partridge, Mary Janice And Others  
**The Effect of Message Structure in Verbal Instructions to Kindergarten Children.**

Spons Agency—Educational Research Inst. of British Columbia, Vancouver.  
Pub Date Mar 78

Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

### EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Audiovisual Instruction, \*Effective Teaching, Individual Differences, \*Kindergarten Children, Primary Education, Research, Sentence Structure, Student Teacher Relationship, \*Task Performance, \*Teaching Procedures, Testing, \*Verbal Communication

This study examines the effects of different kinds of verbal instructions given by teachers on the performance of young children, investigating whether task performance is significantly affected by small changes in verbal content or in the sequence of components of an instruction. Kindergarten children (48 boys and 52 girls) were randomly assigned to four groups and required to complete ten tasks involving selected tracing of geometric shapes. Each group received one of four kinds of instruction: (1) simple core instruction, a positive statement of the task to be completed; (2) simple core instruction with the implicit negative "just" included; (3) simple core instruction followed by an explicitly negative statement; and (4) simple core instruction preceded by the explicit negative. Subsequently, the Development Test of Visual-Motor Integration was administered. Results indicated that instruction types 1 and 4 produced superior performance relative to instruction type 3. No other contrasts were significant. Results suggest that teachers should be aware of the effects of small differences in messages on the performance of young children. (CM)

### ED 154 905 PS 009 899

Gershman, Janis Kershaw, Joan  
**The Effect of Language Background and Socio-Economic Status on Screening Procedures for the Early Identification of Learning Problems.**

Toronto Board of Education (Ontario). Research Dept.

Pub Date Feb 77

Note—96p.; Appendices have been filmed from best available copy

### EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*Ability Identification, \*Elementary Education, English (Second Language), Grade 1, Identification, Language Handicaps, \*Learning Difficulties, Predictive Ability (Testing), \*Program Effectiveness, \*Screening Tests, Sex Differences, \*Socioeconomic Status, Teacher Influence, Teacher Participation

This follow-up study investigated the accuracy of screening measures used to detect potential learning problems in kindergarten and Grade 1 children by the Toronto Early Identification and Developmental Program (EIDP). The effect of students' language background and socioeconomic status on the predictive validity of the identification procedure was also assessed. Follow-up data were obtained for more than 2,000 of the 4,000 students who had been involved in the EIDP four years before. The identification procedure consisted of two psychological tests, a teacher-psychologist interview, and a teacher's rating chart of the child, done at the end of Grade 1. The teacher's input to the process was found to be the single most important part of the identification procedure in terms of accurate prediction of later achievement and grade placement. The total package classified 86% of the students accurately into "at risk" and "not at risk" groups. Language background did not significantly affect prediction accuracy, but students of lower socioeconomic status were classified incorrectly more often than children of higher SES families. (Author/CM)

### ED 154 906 PS 009 901

Moore, Melvin G.  
**Classroom Behavior of Reflective and Impulsive Children.**

Pub Date Mar 78

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

### EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Age Differences, Attention Control, Behavioral Science Research, \*Behavior Patterns, \*Conceptual Tempo, \*Elementary School Students, \*Group Instruction, Individual Instruction, Large Group Instruction, \*Observation, Small Group Instruction, Social Behavior, Task Performance, Teacher Influence

Identifiers—\*Matching Familiar Figures Test (Kagan)

This paper describes a study of the classroom behavior patterns of 79 reflective and impulsive elementary school children in each of three contextual settings: individual setting (independent, unsupervised seat work); large group setting (15 or more students instructed by the teacher or another adult); and small group setting (similar to large group, but with 10 or fewer students). Groups of 9- and 11-year-olds participated in the study. Fifteen behavioral observation categories were used. Eleven of these were discrete (only one category could be scored during any 5-second observation period), and four were non-discrete (capable of being scored with another category during an observation period). Examples of discrete categories were: independent work, distraction, and task-oriented discussion. Non-discrete categories included self-verbalization and out-of-seat for a non-task related purpose. Two 5-minute blocks of data were collected for each child in each of the three contextual settings. Results lend little support to the hypothesis that reflective and impulsive elementary school children display characteristically different patterns of task-oriented or social behavior in the classroom. They also cast doubt on the validity of the Matching Familiar Figures test as an index of reflective and impulsive classroom behavior. Hence, direct observational measures rather than MFF classifications are recommended for identifying impulsive children for classroom intervention. (CM)

### ED 154 907 PS 009 906

Bjorklund, David F. And Others  
**Children's Cued Retrieval and the Structure of Semantic Memory.**

Pub Date Apr 78

Note—14p.; Paper presented at the Biennial Southeastern Conference on Human Development (5th, Atlanta, Georgia, April 27-29, 1978)

### EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Age Differences, Cognitive Development, \*College Students, \*Cues, \*Elementary School Students, Memory, Organization, \*Recall (Psychological), \*Semantics, Task Performance, Word Lists

This study manipulated the relations between target and cue words in two cued-recall experiments with children based on the assumptions that: (1) the target cue relations that are most consistent with a child's semantic memory organization result in the highest levels of recall, and that (2) the optimal target-cue relationships may change with age, reflecting changes in semantic structure. In the first experiment, kindergarten, third and sixth graders were orally presented with three 12-item lists of unrelated words for cued recall. Acoustic, categorical, and functional cues were provided. Responses indicated significantly greater performance with category cues relative to functional and acoustic cues at all grade levels. In the second experiment kindergarten, third and sixth grade children, and college students were given two 15-item lists for cued recall. One-third of the items in each list were category typical items cued by category labels; one-third were atypical items cued by their category labels; and one-third were familiar nouns cued by unrelated words. Results of this experiment indicated that recall with typical items was greater than recall with atypical items for all ages, and that the difference between typical and atypical items generally decreased with age. (CM)

### ED 154 908 PS 009 909

Jorgenson, Karen  
**Prescriptive Teaching in a Preschool Program.**  
Pub Date [76]

Note—23p.

### EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement Rating, Comparative Analysis, \*Culturally Disadvantaged, Developmental Tasks, \*Diagnostic Teaching, Experimental Groups, \*Intervention, Learning Activities, Preschool Children, \*Preschool Programs,



\*Program Effectiveness, Remedial Instruction, Standardized Tests, \*Task Performance, Teacher Role, Testing

This study examined the effectiveness of an intervention program for culturally deprived preschoolers living in a rural area. The subjects, 29 children between the ages of 3 years 10 months and 5 years 3 months, were administered a kindergarten readiness test and the Peabody Picture Vocabulary Test at the beginning of the school year and again at the end of the school year. Intervention activities were presented to the experimental children by professionals and paraprofessionals, and an attempt was made to maintain each child's strengths while remediating areas of deficit. Children in a second contrast group participated in a traditional nursery school setting, without intervention by professionals and paraprofessionals. A third group had no preschool experience. Findings indicated that the experimental subjects made greater gains on all the tasks than did children in other groups. A comparison between the contrast and experimental groups and the group with no preschool experience appeared to provide support for advocates of preschool: results indicated that preschool experience in either a traditional or a developmental program, was better than no preschool experience. (Author/CM)

**ED 154 909** PS 009 915

Goldberg, Roberta J.

**Maternal Time Use and Preschool Performance.**

Pub Date Mar 77

Note—18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Child Rearing, \*Cognitive Development, Educational Background, Interaction Process Analysis, \*Mothers, Parental Background, \*Parent Child Relationship, \*Preschool Children, \*Readiness (Mental), \*Time, Working Parents

This study investigated (1) the amount of time mothers spend with preschoolers in specific activities related to cognitive development and the level of intensity of contact shared between mother and child during these activities; (2) sociodemographic variables which influence mothers' time spent with children; and (3) relations between mothers' time spent with children and multiple measures of cognitive development and school-readiness skills in children measured independently. The sample consisted of 93 middle class children aged 54 to 71 months and their mothers. The children were tested in their schools with a multiple battery of tasks tapping pre-achievement skills, learning and memory skills, intelligence and individual personality differences relevant to problem solving. In addition, teachers were asked to rate the children's cognitive abilities, classroom skills and personal-social skills. Information about the amount and nature of time the mothers spent with their children was obtained using an interview schedule and a daily diary instrument. Results are presented for (1) effects of different levels of maternal education, number of hours a mother worked per week, child's age, and child's sex on the amount of time mothers reported spending with their preschool children at various levels of contact and in various activities during the day; and (2) effects of maternal time and education on children's preschool performance. (JMB)

**ED 154 910** PS 009 916

Loeb, Roger C. And Others

**Family Interaction Patterns Associated With Self-Esteem in Preadolescent Girls and Boys.**

Pub Date [77]

Note—25p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Behavioral Science, Research, \*Elementary School Students, \*Family Relationship, Fathers, Identification (Psychological), Modeling (Psychological), \*Models, Mothers, Observation, \*Parent Child Relationship, \*Parent Influence, Parent Role, Reinforcement, \*Self Esteem, Sex Differences

This study used behavioral measures of family interaction to examine four traditional explanatory models for the influence of parents on their children's self-esteem. The four models examined were: (1) identification/modeling, (2) directiveness, (3) reinforcement, and (4) warmth/involvement. A total of 98 fourth- and

fifth-grade girls and boys identified as being high or low in self-esteem were observed with their parents in their homes. Each child was seen with his/her mother and father separately in a structured interaction and then with both parents in a Family Rorschach. In addition, parents were asked to fill out a questionnaire with demographic and attitudinal items and to respond to Rosenberg's Self-Esteem Scale while their children were given two cards of the Children's Apperception Test, Human Figures Form. Results indicated that the family climate associated with high self-esteem appeared to be the one in which both mother and father were supportive of their children and of each other. Differences between mothers and fathers in their patterns of behavior towards their sons and daughters were also presented and discussed. Findings were interpreted as revealing no support for the identification/modeling hypothesis, mild support for the reinforcement hypothesis, and moderate support for the directiveness and warmth/involvement hypotheses. (Author/JMB)

**ED 154 911** PS 009 920

Parr, Joan L. Halperin, Marcia S.

**Children's Impressions of the Social Meaning of Clothing.**

Pub Date Apr 78

Note—13p.; Paper presented at the Biennial Southeastern Conference on Human Development (5th, Atlanta, Georgia, April 27-29, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Age Differences, Age Groups, \*Children, \*Clothing, Cultural Background, Individual Characteristics, Interviews, \*Nonverbal Communication, \*Perceptual Development, Personality Assessment, Research, Self Concept, Sex Differences, \*Social Indicators, Social Status

This study investigated the development of children's perceptions of clothing, particularly as a form of nonverbal communication. Sixteen boys and sixteen girls at five grade levels (kindergarten, second, fourth, sixth and eighth grades) were interviewed individually. A series of six questions was asked to determine whether the children used clothing to infer knowledge of others or to send messages about themselves. Responses indicated three developmental levels in children's perception of social meaning of clothing: (1) a focus on superficial characteristics of clothing -- its colors, materials and decorative detail (kindergarten children); (2) a focus on inferences about social and personality characteristics, like cultural background, wealth, and styles of personal behavior (second grade children); and (3) a simultaneous inference of personality traits and compatibility with a particular social group (middle school students). When data were analyzed for sex differences, fewer differences were found than in a similar study of college students conducted earlier. It was concluded that the study demonstrated clear developmental differences and illustrated the value of investigating children's knowledge of highly familiar topics like clothing. (CM)

**ED 154 912** PS 009 923

Hertz, Thomas W. And Others

**Toward Interagency Coordination: FY '77 Federal Research and Development on Early Childhood. Seventh Annual Report.**

George Washington Univ., Washington, D.C. Social Research Group.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Interagency Panel on Early Childhood Research and Development, Washington, D.C.

Pub Date May 78

Contract—HEW-105-78-1300

Note—266p.; For other Annual Reports, Overviews, and Executive Summaries, see ED 069 372-373, ED 080 202-203, ED 093 464, ED 107 352, ED 121 467, and ED 138 343

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (No stock number or price quoted)

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.**

Descriptors—Child Development, Community Services, \*Early Childhood Education, \*Educational Research, Family (Sociological Unit), \*Federal Programs, Financial Support, Government Role, \*Interagency Coordination, \*Program Descriptions, Research Methodology, \*Research Projects, Social Services, Tables (Data)

The major purpose of this report is to analyze early childhood research supported by the member agencies of the Interagency Panel on Early Childhood Research and Development during the most recent fiscal year, in order to chart the directions in which federal research programs are moving, both within individual agencies and within the federal government as a whole. Chapter I reviews the history, operational structure and fiscal year 1977 activities of the Panel. Chapter II describes the Panel's new organizational theme, "child development and the family," and identifies four perspectives (developmental, ecological, preventive, and strength-oriented) for future attention. Chapter III examines the combined research of all the agencies, presenting information on the number of projects and amount of funding in selected categories of research; these categories pertain to major areas of research (e.g., cognitive growth and development, the family, educational services), major kinds of research (e.g., basic, applied, evaluation), and research target groups (e.g., by age, socioeconomic status and race). Changes from fiscal year 1976 to fiscal year 1977 in levels of activity in these categories are briefly examined. In Chapter IV similar kinds of analysis are presented separately for each agency. Appendices include a chart of agency plans for research on children in 1978, a membership list, and a bibliography of documents prepared for the Interagency Panels on Early Childhood and Adolescence Research and Development. (Author/CM)

**ED 154 913** PS 009 924

Snapper, Kurt J. Ohms, JoAnne S.

**The Status of Children 1977.**

George Washington Univ., Washington, D.C. Social Research Group; Herner and Co., Washington, D.C.

Spons Agency—Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Report No.—DHEW-OHDS-78-30133

Pub Date 78

Contract—HEW-105-76-1120

Note—227p.; Second Biennial Report; For 1975 report, see ED 129 429

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-090-00032-1, no price quoted)

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**

Descriptors—\*Children, \*Child Welfare, Community Services, \*Demography, Economic Disadvantage, Educational Programs, \*Family (Sociological Unit), Family Environment, Health Programs, \*Information Utilization, Policy Formation, Population Trends, \*Program Descriptions, Socioeconomic Status, Statistical Data

This second biennial report on children presents information pertaining to children, discusses the implications and use of such information in planning for children, describes certain historical trends affecting children, and provides updates of statistics and significant expansions on many topics covered in the 1975 report. Part A examines basic trends from a demographic perspective, focusing on trends in the general population, components of growth in the population, and the family. Part B describes the status of children, conditions affecting them, and programs designed to benefit the family and children. Part C, a detailed discussion of the use of information, describes three case studies illustrating the use of information about children in decision making. Numerous graphs and charts provide information pertaining to topics such as birth, fertility and mortality rates, population growth, income and unemployment rates, marriage rates, adolescent pregnancy, nutrition, mental health, children in single parent families, and social and economic data on families. The appendix includes a list of federal programs. (CM)

**ED 154 914** PS 009 927

Weininger, O. Moll, M. J.

**Preliminary Report on Aggressive Behaviours as Observed in 12, 18 and 24 Month Old Infants.**

Pub Date [77]

Note—20p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Age Differences, \*Aggression, \*Infant Behavior, Infants, \*Interaction Process Analysis, Observation, Overt Response, \*Peer Relationship, Reactive Behavior, Sex Differences, Toys, Video Tape Recordings

This study was designed to identify aggressive actions in 12-, 18-, and 24-month-old infants and to investigate what type of responses these actions elicit in peers. Nine infants were observed and videotaped in interaction with each other and with toys. The focus was on four 18-month-olds observed in two sessions, one with an older child, the second with a younger child. The infants' mothers were present at each session. An observational instrument was devised to record the actions of the infants. This instrument consisted of an observation schedule with a list of five aggressor behaviors on the vertical axis and a list of ten aggressee responses on the horizontal axis of one schedule, and the three ages involved across the horizontal axis of a second schedule. Results indicated that the range of aggressor/aggressee patterns was limited. The most frequently occurring aggressor behavior in young infants was take-tug-grab, and the aggressee response was either to retrieve the object taken or to go to the mother. Sex and age differences in aggressor/aggressee behavior are discussed. (CM)

**ED 154 915** PS 009 928

Olsen, Glenn William

**Rural and Urban Differences in Day Care.**

Pub Date 77

Note—91p.; Master's Thesis, University of Wisconsin-Madison

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Child Care, Data Analysis, \*Day Care Services, Demography, \*Early Childhood Education, \*Needs Assessment, Questionnaires, Research, \*Rural Urban Differences

This study investigates rural and urban differences in the need for and use of child care services. The research reported here consists of a secondary analysis of data collected in needs assessment questionnaires administered in four areas: rural Dane County, Wisconsin; urban Stoughton, Wisconsin; urban Madison, Wisconsin; and a five-county area in north central Minnesota identified as 50% rural farm, 27% rural non-farm, and 23% urban. Fourteen of the 16 items common to all four questionnaires had to be recoded due to differences in wording of questions and choice of responses offered across questionnaires. Results comparing the four sets of data showed that day care was used more by urban than by rural residents, that nursery schools were used by more urban than rural residents, that rural residents had their children in school all day more often than urban residents, while urban residents had their children in school part of the day more often than rural residents, and that relatives took care of children more in urban than in rural families. Results also showed that more rural residents said they needed after school day care and that urban residents were more likely to state that they had no need for child care. In addition, findings revealed that more rural residents knew of nursery schools and day care programs, licensed family day care homes, and other day care programs than did their urban counterparts. Questionnaires are included in the appendices. (JMB)

**ED 154 916** PS 009 930

Kierscht, Marcia

**Correlates of Early Infant Competence: A Multivariate Approach. Final Report, Part I.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Contract—NE-C-00-3-0260

Note—161p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—\*Infants, \*Mental Development, \*Models, \*Motor Development, \*Nature Nurture Controversy, \*Predictive Validity, Research, Sex Differences

This study formulated a multivariate model of early infant competence from variables representing a transactional perspective of developing competence in early infancy. The measures used in the competence model were: birth weight; habituation index; personality ratings of the infants' social orientation and task orientation; ratings of maternal responsiveness to infant distress and social signals; and measures of observed maternal latency of response to infant distress and vocal signals taken in the home. The sample consisted of 50 income white families with first born infants of normal birth weight and free of significant birth defects. The model was validated against the Bayley Scales of Mental and Motor Development, when the infants were 2 1/2

and 6 months old, using multiple linear regression analysis. Results are presented for infant and maternal variables which were found to be predictive of mental and motor development at 2 1/2 and 6 months. Sex differences in patterns of results across time are also presented and discussed. It was concluded that the acquisition of early competence appears to involve the interplay of maturational, personality, and environmental events and that the infant's own characteristics appear to weigh heavily in his/her transactions with the environment in early infancy. (Author/JMB)

**ED 154 917** PS 009 931

Shantz, David W. Schomer, Joyce

**Interpersonal Conflict in Preschoolers: A Naturalistic Observation Study.**

Pub Date Apr 78

Note—19p.; Paper presented at the Biennial Southeastern Conference on Human Development (5th, Atlanta, Georgia, April 27-29, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Aggression, \*Conflict, Dissent, \*Interaction Process Analysis, Observation, \*Peer Relationship, Play, \*Preschool Children, Sex Differences, Social Adjustment, Success Factors, Video Tape Recordings

This study of the behavior of a mixed group of male and female preschoolers in an indoor, free-play setting was designed to clarify two general issues: (1) the ratio of aggressive to non-aggressive disputes and the factors in the situation which may be associated with this relationship; and (2) the factors in the conflict episodes themselves which may be related to whether a participant wins or loses a dispute. Study subjects were five boys and five girls, aged 3-5 years, randomly selected from each of two groups of preschoolers. Each focal child was fitted with a wireless microphone and a continuous video-tape was made of the child's behavior, together with the behavior of all the children with whom the child interacted during a single 3-hour free-play session. The tapes were viewed to identify conflict episodes over territory, property, and interpersonal control. Any exhibition of aggressive behavior in conflict episodes was also noted. Results indicated that in a free-play setting with an equal number of boys and girls, the absolute number of aggressive conflicts did not vary significantly, but there were more non-aggressive conflicts between girl dyads and mixed pairs than between boy pairs. Territory disputes were found to be more aggression prone than either interpersonal control or possession disputes. There was no indication that the use of aggressive behavior, in and of itself, improved the preschooler's chance of winning a conflict. (CM)

**ED 154 918** PS 009 932

**Laboratory Indices of Nutritional Status in Pregnancy. Summary Report.**

National Academy of Sciences-National Research Council, Washington, D.C. Food and Nutrition Board.

Spons Agency—Health Services Administration (DHEW/PHS), Rockville, Md. Bureau of Community Health Services; Ross Labs., Columbus, Ohio.

Pub Date Sep 77

Grant—MC-R-110354-02-0

Note—30p.; Parts may be marginally legible due to small type

Available from—Food and Nutrition Board, National Academy of Sciences, 2101 Constitution Avenue, N. W., Washington, D.C. 20418 (free of charge)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Biochemistry, Body Weight, \*Laboratory Techniques, Measurement Techniques, \*Metabolism, Norms, \*Nutrition, \*Physical Health, \*Physiology, \*Pregnancy, Tables (Data)

This report, a condensation of a publication titled "Laboratory Indices of Nutritional Status in Pregnancy," summarizes the effects of normal gestation on certain laboratory indices of nutritional and metabolic status in an effort to provide the clinician with normative data applicable to healthy pregnant women. The report is divided into six sections: physiologic adjustments in general, hematologic indices, electrolytes, carbohydrates and lipid metabolism, nitrogenous indices, vitamin indices, and trace elements. Numerous tables illustrate the use of indices in determining the status of pregnancy. (CM)

**ED 154 919** PS 009 934

**Toward an Inventory of Federal Programs with Direct Impact on Families: Staff Report - Family Impact Seminar, February 1978.**

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Pub Date Feb 78

Note—144p.

Available from—Publications Coordinator, Institute for Educational Leadership, Suite 310, 1001 Connecticut Avenue, N. W., Washington, D.C. 20036 (\$1.50)

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Bilingual Education, Educational Disadvantage, Family (Sociological Unit), \*Family Programs, \*Federal Programs, Handicapped Children, Health Programs, \*Program Effectiveness, \*Public Policy, \*Surveys, \*Tables (Data), Veterans, Welfare Services

Identifiers—\*Family Impact Seminar, Policy Analysis

This report presents an inventory of 268 federal programs which have direct impact on families, selected from the 1,044 programs listed in the Catalog of Federal Domestic Assistance for fiscal year 1976. Introductory sections describe the background of the inventory and explain the definitions and concepts (family, impact, direct impact, and indirect impact) used. Also discussed is the context in which this report must be understood; the fact that both the inventory and Catalog of Federal Domestic Assistance represent only a portion of the wide range of policies which affect families is underscored. Subsequent sections of the report describe the inventory, briefly summarize and analyze the findings, and recommend selected programs for family impact analysis. Inventory tables pertaining to specific programs comprise the final and largest section of the report. Programs are categorized according to the 17 federal agencies responsible for them. The title, objective, target group, government's dollar obligation for FY 1976, and type of impact on families are reported for each program. Also included are profiles of the five agencies (Veterans Administration and Departments of Health, Education and Welfare; Housing and Urban Development; Labor; and Agriculture) which together account for 80 percent of the program in the inventory. (CM)

**ED 154 920** PS 009 937

Clarke-Stewart, Alison

**Child Care in the Family: A Review of Research and Some Propositions for Policy.**

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date 77

Note—151p.

Available from—Academic Press, Inc., 111 Fifth Avenue, New York, New York 10003 (\$11.50)

Document Not Available from EDRS.

Descriptors—Age Groups, Behavioral Science Research, \*Child Care, \*Child Development, Childhood Needs, Child Rearing, \*Early Childhood Education, Family Environment, \*Family Influence, \*Literature Reviews, \*Policy Formation, Research Problems

This book reviews research on the characteristics and behavior of family members that affect children's psychological development (Part I) and, drawing on that research, offers some propositions for child care policy (Part II). Part I deals with research concerning children in four age groups: infancy (0 to 6 months), early childhood (6 months to 3 years), preschool (3 to 6 years), and the early school years (6 to 9 years). Part II presents policy suggestions grouped into five categories: the importance of variety in policies, components of child care, the family as a child care environment, alternative child care environments, and accessibility and authority of policy. The difficulties and dangers of using current research data for formulating policy propositions are discussed in some detail. Concluding comments identify areas for future research that would facilitate the planning of child care policies. (CM)

**ED 154 921** PS 009 938

Okin, Allan D.

**Implementing a Kindergarten Parent Involvement Program.**

Pub Date Jan 78

Note—89p.; Practicum report, submitted in partial fulfillment of requirements for Doctor of Education degree, Nova University

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Cognitive Objectives, Educational Assessment, \*Educational Objectives, \*Elementary Education, \*Intervention, Kindergarten Children, \*Parent Participation, Parent Teacher Cooperation, Parent Workshops, \*Program Development, Program Effectiveness, Psychomotor Objectives, Skill Development, \*Tutoring, Volunteer Training

This paper describes the implementation of a kindergarten parent involvement program. Six parent volunteers attended a training sequence of 16 workshops to learn how to tutor kindergarten students and how to develop parenting skills. School personnel, including kindergarten teachers and a school psychologist, conducted the workshops. Students selected for tutoring had been screened and identified as developmentally delayed on the Developmental Indicators for the Assessment of Learning (DIAL). DIAL performances were confirmed by teachers' ratings on the Teacher's Assessment Form. Specific tutoring objectives were written by the teachers for improving each student's fine motor and/or conceptual skills. The trained parent volunteers tutored eight students over five months, following objectives and activities specified by the teachers. Post screening data indicate all students improved on at least two-thirds of all skills for which tutoring objectives were established. Most of these same students showed no improvement in weak skills for which tutoring objectives were not established. Ratings by teachers following tutoring did not confirm all students' measured improvements on the DIAL. Suggestions for refining the parent involvement program are included. (Author/CM)

ED 154 922 PS 009 939

Hunt, J. McVicker

Relevance to Educability: Heritability or the Range of Reaction.

Pub Date Oct 77

Note—33p.; Paper presented at the Conference on the Rights of Children (University of Illinois, Urbana, Illinois, October 28, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Achievement, Adoption, \*Children, Compensatory Education, Cross Cultural Studies, Early Childhood Education, \*Early Experience, Environmental Influences, Heredity, \*Intelligence, Intelligence Quotient, Language Development, \*Nature Nurture Controversy, Personality, \*Research, Research Design, Social Values, \*Values

Identifiers—Educability, Heritability, Project Head Start

This paper advocates that assessments of children's educability should utilize strategies based on a paradigm of plasticity of intellect within a wide range of hereditary limits rather than on a straightforward heritability paradigm. The relationship between science and values is discussed and the role of each in the creation of Project Head Start is delineated briefly. The failure of Head Start to achieve its middle class achievement goals for poverty children is portrayed as the basis for a conceptual backlash which has brought hereditary theories of intelligence back into contention. The concept of heritability (that proportion of the variance in any measurable phenotypic characteristic attributable to the variation of genotypes within the population) is examined in detail and its lack of relevance to the concept of educability is argued. The concept of range of reaction (that variation in any observable, measurable phenotypic characteristic that a given genotype can produce in response to variation in the environment or life experience) is discussed in detail. The major portion of the paper presents data illustrative of a research strategy suggested by the concept of the range of reaction. Data reported include empirical and anecdotal data on the language, achievement and personality of children from an orphanage in Tehran and a brief review of related cross-cultural and adoption studies. (JMB)

ED 154 923 PS 009 940

Parents' Guide to Childhood Immunization.

Center for Disease Control (DHEW/PHS), Atlanta, Ga.

Report No.—DHEW-OS-77-50058

Pub Date Oct 77

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Child Care, \*Communicable Diseases, Disease Control, \*Health Guides, \*Immunization Programs, Parent Responsibility, \*Preventive Medicine, Risk

Identifiers—\*Vaccination

This booklet addressed to parents provides information on seven serious childhood diseases and the vaccines that can provide protection for each. A description of the causes, symptoms, natural course and possible complications of each of the seven diseases—measles, polio, rubella or German measles, mumps, diphtheria, pertussis or whooping cough, and tetanus—is followed by information on appropriate vaccination. The possible side effects of vaccination for each disease are dealt with in some detail. A suggested immunization schedule is included. (CM)

ED 154 924 PS 009 941

Approaches to Programs of Motor Development and Activities for Young Children.

Texas Education Agency, Austin, Div. of Curriculum Development.

Pub Date 77

Note—30p.

Available from—Texas Education Agency, 201

East 11th Street, Austin, Texas 78701 (\$1.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Body Image, Group Instruction, Kinesthetic Perception, Motion, \*Motor Development, Parent Participation, \*Perceptual Motor Coordination, \*Physical Activities, \*Physical Education, \*Primary Education, Psychomotor Skills, Sensory Integration, \*Teaching Guides

This teaching guide for motor development in the primary grades describes various areas of concern in motor development and suggests activities for the development of young children in each area. Section I discusses the importance of motor development. The next six sections define and describe particular areas of motor development and suggest activities in each area which may be conducted by classroom teachers or by physical education specialists. The six areas are body and self image development, temporal awareness, laterality (internal awareness of the two sides of the body and their differences) and directionality (awareness of and distinction between left and right, up and down, and front and back in the surroundings), programming of movement sequence, vestibular and kinesthetic sensory-motor training (dealing with sense of balance and internal awareness of body and movement), and recognition and discrimination of forms (shapes) as they relate to other forms. Activities which can be used by parents to help children develop basic motor abilities at home are included in the last section. It is suggested that the physical development of young children greatly affects their later success in intellectual and social as well as psychomotor pursuits. (CM)

ED 154 925 PS 009 942

Sawin, Douglas B.

Fathers' Interactions with Young Infants: Current Issues and Future Directions for Research.

Pub Date Nov 77

Note—30p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Chicago, Illinois, November 10-13, 1977); Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Attachment Behavior, \*Comparative Analysis, Family Role, \*Fathers, \*Infants, \*Interaction Process Analysis, \*Mothers, Parent Attitudes, \*Parent Child Relationship, Research, Review (Reexamination), Role Perception, Sex Differences

Identifiers—\*Fathering

This paper examines current approaches to conceptualizing and studying fathers' interactions with infants from three perspectives: (1) Spence and Helmreich's current trait theory of masculinity and femininity; (2) differentiated levels of inquiry into fatherhood; and (3) Bronfenbrenner's social ecology of the infant. Detailed discussions of each of these three perspectives suggest that an understanding of fatherhood and the family in early infancy requires distinctions among socioculturally given roles, the self-conceptions that parents utilize for defining their own roles in relation to each other and to the infant, and behaviorally based approaches that focus on the actual behaviors parents engage in with infants and the nature and quality of these patterns of parenting. An analysis of recent research on individuals' self-reports of their masculine and feminine characteristics indicates that this is a more useful way to look at parent characteristics and behavior than is role classification

by "father" vs "mother." It is suggested that a multivariate and longitudinal strategy for conceptualizing and investigating the determinants of patterns of parenting (including consideration of the entire social matrix surrounding the infant) is necessary for a comprehensive understanding of family/infant interactions. Specific directions for future research are included. (CM)

ED 154 926 PS 009 943

Hedges, William D.

When Should Parents Delay Entry of Their Child into the First Grade?

Florida Educational Research and Development Council, Gainesville.

Pub Date 76

Note—41p.

Available from—Florida Educational Research and Development Council, Inc., 126 Building E, University of Florida, Gainesville, Florida 32611 (\$2.00, 10% discount on an order of 5 or more)

Journal Cit—Florida Educational Research and Development Council Research Bulletin; v11 n1 Fall 1976

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Age Grade Placement, \*Early Admission, \*Grade 1, Individual Differences, Intelligence Factors, \*Literature Reviews, Mental Development, Physical Development, \*Primary Education, Sex Differences

This document reviews research findings on criteria used to determine age of entry into first grade. Criteria discussed include chronological age, mental age, I.Q., sex, and physical development (teething, visual development, etc.). In general, the research reviewed supports later entry, especially for children with below average intelligence. For the child of normal intelligence, a chronological age of 6 years 6 months is recommended. Earlier or later entry should be determined by how well a child would perform in relation to normal children 6 years 6 months old. It is suggested that children profit from waiting until they are able to perform at an average or an above average level. It is concluded that no one criterion of those reviewed is effective in judging the appropriate age of entry, but that the total configuration of each child's development be reviewed in making a decision. Recommendations are made on the role of principals, parents, and teachers in assuring that children enter first grade at an age that best suits their own individual needs. (SB)

ED 154 927 PS 009 944

van Eys, Jan, Ed.

Research on Children: Medical Imperatives, Ethical Quandaries, and Legal Constraints.

Pub Date 78

Note—152p.; Proceedings of a workshop (Houston, Texas, April 29-30, 1977)

Available from—University Park Press, 233 East Redwood Street, Baltimore, Maryland 21202 (Paper, \$9.75)

Document Not Available from EDRS.

Descriptors—\*Child Advocacy, Childhood Needs, \*Children, Child Welfare, Death, Drug Therapy, \*Ethics, Federal Legislation, Legal Problems, \*Legal Responsibility, Medical Care Evaluation, \*Medical Research, \*Medical Treatment, Moral Issues, Research Needs, Research Problems, Workshops

Identifiers—\*Informed Consent

This book contains the proceedings of a multidisciplinary workshop convened to explore issues relating to the conduct of medical research on children. In the keynote address, John Holt discusses the right of children to informed consent. The main body of presentations is organized into three categories of concerns: medical imperatives, ethical quandaries, and legal and societal constraints. A brief workshop summary and an epilogue are also included. (JMB)

ED 154 928 PS 009 945

Guez, Jean R.

The Development of Peripheral Vision in Infants.

Pub Date Mar 78

Note—10p.; Paper presented at the Southwestern Society for Research in Human Development Conference (Dallas, Texas, March 17-18, 1978)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Infants, \*Perceptual Development, Research, Research Methodology, \*Visual Perception, Visual Stimuli

Identifiers—\*Peripheral Vision



This study investigated the extent of infant peripheral vision, specifically the extent of infants' constricted field, or tunnel vision. Thirteen infants, 2 to 5 months old, were tested using a psychophysical procedure to obtain contrast sensitivity thresholds at four retinal loci (-40, -15, +15, +40 deg.). Infants were placed in an infant bed in a dark room and presented first with a central fixation light, then a stimulus either to the right or left of the infant's fixation at 40 degrees eccentricity according to a random schedule. If the infant responded with directionally appropriate first eye movement occurring within three seconds of the termination of the stimulus, the intensity was decreased by .1 log unit steps until the response was no longer observable. Then the intensity was increased by .5 log unit steps until the response reappeared. Following this, the intensity was decreased using .1 log unit steps until the boundary was determined. The threshold values were taken as the minimum light intensity that would reliably elicit the response. Intensity changes were made independently for the left and right stimulus lights. Threshold measures for the 15 degree eccentricity were obtained in the same manner. Data indicated that infants are less sensitive to a peripherally presented point source than adults, the differences being greater in magnitude for the far targets than for the near targets. However, infants in this study were found to be capable of detecting targets farther in the periphery than previously realized, provided the target was sufficiently bright. The effectiveness of the methodology used is discussed. (SB)

**ED 154 929** PS 009 949

Cooper, Catherine R. Goth, Patricia E.  
**Management of Attention in Child-Child and Mother-Child Interaction.**

Pub Date Mar 78

Note—12p.; Paper presented at the Southwestern Society for Research in Human Development Conference (Dallas, Texas, March 17-18, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Age Differences, Attention Control, \*Interaction Process Analysis, Mothers, \*Parent Child Relationship, \*Peer Relationship, \*Preschool Children, \*Problem Solving, Research, Success Factors, Verbal Communication

This study was conducted to examine the developmental patterns in young children's ability to use others as a resource in problem-solving situations and to compare the roles that mothers and same-age peers play as resources for children in such situations. A total of 48 middle-class 3-, 4-, and 5-year-old children participated in the study with their mothers and 48 peers of the same age and sex. Each child played three problem-solving games in three conditions; alone, with the mother, and with the peer. The child and partner, if present, were told that the game was for the child to play, but that the partner could help when asked. Each game lasted 5 minutes and was recorded by videotape. Results showed that with their peers, older children made more attention-focusing statements, asked more questions, and made more relevant comments than younger children did. With their mothers, older children made fewer requests for help and fewer irrelevant comments than younger children. With their peers, the younger children were helped when they and their partners used communication patterns which kept them focused on the task. With their mothers, the one variable that was associated with success was the mother's incomplete but relevant responses, which maintained the child's attention but did not provide the complete answer to his or her question. It was concluded that from 3 to 5 years of age, the child utilizes the peer system and the mother-child system in quite different ways. (Author/JMB)

**ED 154 930** PS 009 952

**Laboratory Indices of Nutritional Status in Pregnancy.**

National Academy of Sciences-National Research Council, Washington, D.C. Food and Nutrition Board.

Spons Agency—Health Services Administration (DHEW/PHS), Rockville, Md. Bureau of Community Health Services, Ross Labs., Columbus, Ohio.

Pub Date 78

Grant—MC-R-110354-02-0

Note—202p.; Parts may be marginally legible due to small type

Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Avenue, N. W., Washington, D.C. 20418 (Paper, \$9.25)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Biochemistry, Body Weight, \*Laboratory Techniques, Measurement Techniques, \*Metabolism, Norms, \*Nutrition, \*Physical Health, \*Physiology, \*Pregnancy, Tables (Data)

This report reviews the current state of knowledge regarding laboratory indices of nutritional and metabolic status during normal pregnancy in order to provide normative data with respect to such indices in healthy pregnant women. The report contains seven chapters: Physiologic Adjustments in General; Hematologic Indices; Electrolytes in Normal Pregnancy; Carbohydrate and Lipid Metabolism; Nitrogenous Indices; Vitamin Indices; and Trace Elements. Tables illustrating the use of these indices are included. (JMB)

**ED 154 931** PS 009 953

Gordon, Ira J. And Others

**Continuity Between Home and School: Aspects of Parental Involvement in Follow Through.**

Pub Date Apr 78

Note—18p.; Paper presented at the Biennial Southeastern Conference on Human Development (5th, Atlanta, Georgia, April 27-29, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Data Analysis, Home Visits, \*Parent Participation, \*Parent Role, Parent School Relationship, Parent Teacher Cooperation, \*Primary Education, \*Program Effectiveness, \*Program Evaluation, Tables (Data)

Identifiers—\*Project Follow Through

This paper presents data on the Parent Education model of Project Follow Through as one example of the impact of Follow Through on education in the home and school. It is reported that data from ten communities in nine different states indicate a consistent impact in two areas: (1) the home-school partnership and parental teaching behaviors, and (2) the school, the community, and the career development of parents, paraprofessionals and professionals. For the first area, the data presented include descriptive statistics on parent involvement in six roles (teacher of own child, paraprofessional, decision maker, learner, audience, and classroom volunteer), and results of small scale studies of the differences between program and comparison families regarding program-stressed teaching behaviors and their relationship to child achievement. The program's impact in the second area is being measured through ethnographic case studies which cover all six roles of parent involvement. Preliminary findings from these studies are reported. It is noted that the national evaluation of Follow Through neglects the area of parent involvement, and it is recommended that future evaluations of comprehensive approaches to education should include analyses of parent involvement and broader studies of educational/social change models. (Author/CM)

**ED 154 932** PS 009 954

Morfield, Sheila

**Non-Sexist Learning and Teaching with Young Children.**

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 78

Note—54p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Art Activities, Group Activities, \*Learning Activities, Music Activities, \*Nondiscriminatory Education, Physical Activities, \*Primary Education, Resource Materials, \*Sex Discrimination, \*Sex Role, \*Sex Stereotypes, Teaching Guides

This brief teaching guide provides sex-fair activities for use in grades PS-3. Activities suggested cover five areas: (1) feelings (the need to be able to express feelings regardless of sex), (2) non-sexist behavior (encouraging children to behave according to their needs and desires rather than according to sex role expectations), (3) body movement (helping both boys and girls develop their physical capabilities and enjoy physical activities), (4) working (making children aware that work should not be related to sex), and (5) women in history (making children aware

of the contributions of women). The kinds of activities suggested include group discussion, field study, puppetry, role playing, singing and reading books and magazines. The guide includes a 13-page annotated bibliography of non-sexist books, records and films for children, and a shorter annotated bibliography of non-sexist resources for teachers. (CM)

**ED 154 933**

PS 009 956

Murphy, Dennis T.

**Head Start: It's Nice, But Does It Work?**

Pub Date May 78

Note—14p.; Paper presented at the Annual National Head Start Conference (5th, Cleveland, Ohio, May 24-27, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Academic Achievement, Cognitive Development, Health Facilities, \*Intervention, \*Literature Reviews, \*Preschool Education, \*Program Effectiveness, \*Program Evaluation, Readiness, Research Methodology, Social Development

Identifiers—\*Project Head Start

This paper reviews research and evaluation results which indicate the effectiveness of Head Start. Research concerning the effects of Head Start on the academic achievement and cognitive and social functioning of children is summarized briefly, and research on the impact of medical, dental, and nutritional services made available by Head Start is also reviewed. Suggestions on how parents and staff of Head Start can collect their own data and create a research base to justify their program are listed. (CM)

**ED 154 934**

PS 009 957

Ferleger, Beatrice, Ed. Cotter, Mary Jane, Ed.

**Children, Families and Foster Care: New Insights from Research in New York City.**

Community Council of Greater New York, Inc., N.Y.

Pub Date Dec 76

Note—33p.; Filmed from best available copy

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Child Welfare, Delivery Systems, \*Foster Children, Foster Homes, \*Literature Reviews, Policy Formation, \*Program Evaluation, Public Policy, \*Research Projects, Research Utilization, Social Services, Welfare Services

Identifiers—\*New York (New York)

This paper reviews the current status of foster care in New York City through an analysis of relevant research studies. The paper is divided into three sections. The first section summarizes the results and implications of five major foster care research projects based in New York City. Reviewed in this section are such topics as the characteristics of foster children and their natural families, placement experiences of foster children, a cost-benefit analysis, and changes needed in the areas of program administration, adoption, and preventive services. The second and third sections of the paper represent two invited responses to, and analyses of, these research findings. The second section reviews the implications of this research for the development of appropriate foster care programs and policies. The third section presents a discussion of the development of public policies in the areas of foster care and general child welfare. The paper also includes two appendices. The first appendix describes the five research studies on which the paper is based. The second appendix provides an annotated directory of groups involved in the provision of foster care services. (BD)

**ED 154 935**

PS 009 958

Marcus, Robert F. And Others

**A Reinvestigation of the Relationship Between Cooperation and Empathy in Young Children.**

Pub Date Apr 78

Note—8p.; Paper presented at the Biennial Southeastern Conference on Human Development (5th, Atlanta, Georgia, April 27-29, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Altruism, \*Behavior Rating Scales, \*Cooperation, \*Empathy, \*Identification (Psychological), Interpersonal Relationship, Observation, Play, \*Preschool Children, Preschool Education, \*Prosocial Behavior, Research

This study investigates the relationship between cooperation and empathy in young children proposed by Levine and Hoffman (1975). The study replicates the Levine and Hoffman study

with the following modifications: (1) the naturalistic observation includes both males and females; (2) the sampling of cooperation is based upon the presence or absence within a 10-second period of time rather than percentage of time in cooperative interaction; (3) the measurement of cooperation is derived from both the direct coding of behavior and the ratings of teachers and other observers; other forms of social behavior are observed and a measure of peer popularity obtained. The free play behavior of 32 preschool children aged 37 to 61 months (from two classrooms) was observed by four trained individuals using a 10-second sampling technique. Reliability was determined by calculating the percentage of agreement between each of the four observers and the trainer for an average of 151 intervals. Subsequently, each child was observed for 144 intervals. The cooperativeness and popularity of the children was rated by the four observers and the two classroom teachers. Results corroborate the Levine and Hoffman study, indicating a positive correlation between cooperation and empathy. In the present study, ratings by multiple observers provide an index of cooperation which may be more valid than that in the Levine and Hoffman study. (CM)

**ED 154 936** PS 009 959

**Pre-School Education: An Annotated Bibliography, 1971-1977.**

Council of Europe, Strasbourg (France). Committee for General and Technical Education.

Report No.—CCC/EGT-(77)-39

Pub Date 20 Jan 78

Note—13p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Annotated Bibliographies, \*Compensatory Education, \*Conference Reports, Migrant Child Education, Parent Teacher Cooperation, \*Preschool Education, Primary Education, Rural Population, School Community Cooperation, \*Symposia, Teacher Education

**Identifiers—**\*Council Of Europe

This 1971-77 annotated bibliography published by the Committee for General and Technical Education, Council of Europe consists of: (1) reports on the Council of Europe symposiums on preschool education, and (2) summaries of papers related to the symposiums. Topics covered are: the links between preschool and primary education, teacher education, preschool education for migrant children, the compensatory role of preschool education, cooperation between parents, preschool and the community, and preschool education in sparsely populated areas. (CM)

**ED 154 937** PS 009 965

**Hodges, Walter L. Sheehan, Robert**

**Ten Years of Evaluation Efforts: The Work of Follow Through Sponsors.**

Pub Date Mar 78

Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**\*Achievement Gains, Data Analysis, \*Demonstration Programs, Disadvantaged Youth, \*Evaluation Methods, \*Intervention, \*Primary Education, Program Effectiveness, \*Program Evaluation, Review (Reexamination), Standardized Tests, Summative Evaluation

**Identifiers—**\*Project Follow Through

This paper reviews ten years of evaluation efforts by the sponsors of Follow Through programs, maintaining that sponsors' evaluations provide a different, equally valuable perspective to the one provided by the national evaluations of Follow Through. Sponsors were persons or groups that developed educational models for Follow Through and enacted them in one or more school districts. Methods of sponsor evaluation which are highlighted include comparisons of Follow Through children with control groups in non-Follow Through schools, with "advanced control groups" in Follow Through schools (these consisted of older children who had attended the target classrooms prior to implementation of Follow Through in those classrooms), and with the standardization samples of nationally normed tests. New evaluative instruments focusing on classroom environment, parents, and school personnel developed by various sponsors are also discussed. The findings of sponsor evaluations are

cited to document the program's impact on children, parents, teachers and schools. These findings sometimes support but frequently contradict the conclusions reached in the national evaluations. It is suggested that a review of all available data, from both national and sponsor evaluations, is necessary before drawing conclusions about the worth of the Follow Through experience. (Author/CM)

**ED 154 938** PS 009 968

**Poresky, Robert H.**

**Evaluation Report of the Pilot Project to Evaluate Effectiveness of Utilizing Licensed Day Care Home Providers as Trainers of Potential Day Care Home Providers. Phase I.**

Kansas State Univ., Manhattan. Dept. of Family and Child Development.

Spons Agency—Wichita Child Day Care Association, Kans.

Pub Date Feb 77

Note—41p.; For Phase II of this report, see PS 009 969

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**Attitude Tests, Day Care Services, Early Childhood Education, Evaluation Methods, \*Family Day Care, \*Paraprofessional Personnel, Pilot Projects, \*Program Effectiveness, \*Program Evaluation, Self Concept, \*Staff Improvement, Summative Evaluation, Trainees, Trainers, \*Training Techniques

This paper represents the first phase of a pilot project designed to evaluate the effectiveness of training and utilizing licensed home day care providers as subsequent trainers of potential or inexperienced day care providers. The initial training of the licensed providers was conducted by professional personnel. Pretest and posttest data were obtained for 13 trainers and for 33 trainees. Self-administered self-report instruments were used to measure child care knowledge and skills, job satisfaction, child care attitudes, personality factors, and opinions concerning the training project. These instruments were administered to both the trainers and the trainees in the pilot project. Results provided some evidence for an increase in the child care skills of the trainers and an increase in the child care knowledge of the trainees. The training project also resulted in some limited changes in the area of child care satisfaction. The results of the attitude and personality scales indicated only limited change due to the training program. The trainees rated the training project as helpful while the responses from the trainers were more varied. The paper includes recommendations for changes in the training program as well as in the evaluation procedures. (BD)

**ED 154 939** PS 009 969

**Poresky, Robert H.**

**Evaluation Report of the Pilot Project to Evaluate Effectiveness of Utilizing Licensed Day Care Home Providers as Trainers of Potential Day Care Home Providers. Phase II.**

Kansas State Univ., Manhattan. Dept. of Family and Child Development.

Spons Agency—Wichita Child Day Care Association, Kans.

Pub Date Oct 77

Note—51p.; For Phase I of this report, see PS 009 968; Paper presented at the Southwestern Society for Research in Human Development Conference (Dallas, Texas, March 17-18, 1978); Tables marginally legible due to type size

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—**Attitude Tests, Day Care Services, Early Childhood Education, Evaluation Methods, \*Family Day Care, Home Visits, Interviews, \*Paraprofessional Personnel, Pilot Projects, \*Program Effectiveness, \*Program Evaluation, \*Staff Improvement, Summative Evaluation, Trainees, Trainers, \*Training Techniques

This paper represents the second phase of a pilot project designed to evaluate the effectiveness of training and utilizing licensed home day care providers as subsequent trainers of potential or inexperienced day care providers. The second phase of the project involved the modification of the instruments used in Phase I, as well as the deletion of a self-concept scale and the addition of home observations and interviews in the assessment procedure. A pretest-posttest design was used to assess the quality of the day care homes, relevant attitudes, and general satisfaction with particular aspects of the delivery of child care

services through home day care. Pretest and posttest data were obtained for 12 trainers and 23 trainees. Results indicated posttest increases in the quality of care provided in the day care homes. These increases, however, were primarily in the homes of the trainers rather than in the homes of the trainees. Results also indicated changes in the attitudes of the trainees in Phase II. In comparison with Phase I, Phase II included a higher proportion of trainees who were already licensed and certified. A higher dropout rate was also found for Phase II in comparison with Phase I. An analysis of the project indicated the need for further refinement of the evaluation instruments and additional consideration of the characteristics of the program trainees. The analysis also indicated the potential value of including some contact between the trainees and professional personnel. (BD)

**ED 154 940** PS 009 970

**Kaltsounis, Bill**

**Creative Performance Among Siblings of Various Ordinal Birth Positions.**

Pub Date [75]

Note—7p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Birth Order, \*Creativity, Creativity Research, Elementary Education, \*Elementary School Students, Males, \*Siblings

This study examined the creative performance among siblings of various ordinal birth positions. Subjects were 36 male elementary students, nine sets of four brothers with no additional siblings of either sex in their families. Their families were primarily of middle socioeconomic status and both parents were college graduates. Each subject was given the Torrance Tests of Thinking Creatively, Verbal and Figural Forms A. An analysis of variance was used to test the differences between first-, second-, third-, and fourth-born groups on figural and verbal fluency, flexibility, originality, and on figural elaboration. Results showed significant differences among the four groups of siblings for figural fluency, figural flexibility, verbal fluency, verbal flexibility and verbal originality. Results of Scheffe's multiple comparisons indicated that the second-born were mainly responsible for the rejection of the null hypothesis. (Author/JMB)

**ED 154 941** PS 009 972

**Peterson, Judith McNamee, Sharie**

**Moral Reasoning and Role-Taking in Young Children Verbally and Behaviorally Assessed.**

Pub Date Aug 77

Note—9p.; Paper presented at the Annual Meeting of the American Psychological Association (85th, San Francisco, California, August 26-30, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Abstraction Levels, \*Measurement Techniques, \*Moral Development, \*Perspective Taking, \*Preschool Children, Preschool Education, Research

This paper reports two studies designed to investigate the relationship between conceptions of distributive justice and perspective taking in preschool children. Subjects in the first study were 39 white, middle-class 4- and 5-year-old children. They were administered a concrete object form and an abstract picture form of a perceptual role-taking measure. Their moral reasoning about distributive justice was assessed verbally in a hypothetical situation and behaviorally in a real situation. Results indicated that children were better able to role-take with real objects than with pictures and that their moral reasoning was at a lower, more egocentric level in the real situation, where the rewards were edible, than in the hypothetical situation. Results also showed a moderate relationship between perceptual role taking and moral reasoning. In the second study, twenty other 4- and 5-year-olds were presented with two sharing dilemmas. Each dilemma was presented both in a picture story and in a real situation in the classroom. Subjects' social perspective taking was assessed in an interview and their cognitive role-taking ability was assessed behaviorally. Results showed that the children's moral reasoning was fairly consistent across a variety of distributive justice dilemmas and that the behavioral assessment of their reasoning appeared to be valid. Findings also showed an intercorrelation of perceptual, social, and cognitive role-taking measures, all of which were shown to be related to moral reasoning in preschoolers. (JMB)

## RC

## ED 154 942 RC 010 328

*Combs, Philip H. Ahmed, Manzoor*  
**Building New Educational Strategies to Serve Rural Children and Youth.**

International Council for Educational Development, Essex, Conn.

Spons Agency—United Nations Children's Fund, New York, N.Y.

Report No.—E-ICEF-L-1304

Pub Date 27 Mar 74

Note—264p.; Draft of Second Report on a Research Study for UNICEF prepared by the International Council for Educational Development

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Basic Skills, Change Strategies, Community Education, Developing Nations, Educational Alternatives, Evaluation, \*General Education, Global Approach, \*Nonformal Education, Planning, \*Public Affairs Education, \*Rural Youth, \*Synthesis, \*Vocational Education

Summarizing the International Council for Educational Development's (ICED) second report on the study of nonformal education for rural youth and children, this draft of the second report outlines the substance of each chapter and the main findings, conclusions, and recommendations. This summary does not include the detailed evidence, illustrations, references, etc. which will be included in the final draft. The initial chapter presents an overview of the problems confronting the rural deprived youth and children of the world and outlines strategies for rural education. The next three chapters examine possible alternative approaches to particular categories of learning needs (basic general education; occupational education, and civic education). The analysis then turns to a series of interrelated issues and problems that cut across all kinds of nonformal programs and converge at the vortex of planning and evaluation. Chapter V views these issues and the process of planning and evaluation from the vantage point of a manager of a single educational program. Chapter VI broadens the perspective and views these and other issues in the context of a strategy aimed at fusing various educational programs and related development activities into a more cohesive and effective whole-area by area and nationwide. Chapter VI also envisages as a guiding concept the progressive emergence of a comprehensive, highly diversified, and increasingly unified "rural learning system" that can serve people of all ages and development objectives of many kinds. (Authors/IC)

## ED 154 943 RC 010 411

*Chandler, Dolores, Ed. Cordero, Andreia, Ed.*  
**Taxation and Indian Sovereignty: A Look at the Matter of Taxation in a State Tribal Context.**

New Mexico State Commission on Indian Affairs, Santa Fe.; New Mexico Univ., Albuquerque. American Indian Law Center.

Pub Date 4 Apr 75

Note—90p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*American Indians, Caucasians, Federal Government, Governance, Guides, Income, \*Laws, Natural Resources, Problems, Property Taxes, \*Reservations (Indian), \*Specifications, \*State Government, \*Taxes, Tribes

Identifiers—\*New Mexico

Responding to a need expressed by New Mexico American Indian tribal leaders, this document defines and clarifies the status of reservations vis a vis the state's legal authority to impose tax. Divided into two major sections dealing with a current orientation to tax laws and the legal background upon which they are founded, this document also points out problem areas. Specifically, the document addresses: the present state of the law; the scope of tribal self-government; litigation as the least desirable method; tribal tax structure in relation to state; specific recommendations; principles and discussion; Federal control; tribal taxation of individuals; state tax of non-Indians within Indian lands; New Mexico's taxes; property tax; income tax; corporate taxes; license and Gross Receipt tax; use tax; severance tax; alcoholic beverage tax; cigarette tax; gasoline tax; inheritance tax; and motor vehicle registration. The appendices include: footnotes; statutes and laws; opinions and memoranda of the Department of Interior; selected bibliography; cases; New Mexico Constitution, Article XXI; Oil and Gas Severance Tax Act; Gross Receipt Regulation 3 (F); 9; New Mexico Statutes Annotated 1953 (revenue and taxation); Bureau of Revenue Rulings Number 69-110-2, 72-110-1, and 73-110-1. (JC)

partment of Interior; selected bibliography; cases; New Mexico Constitution, Article XXI; Oil and Gas Severance Tax Act; Gross Receipt Regulation 3 (F); 9; New Mexico Statutes Annotated 1953 (revenue and taxation); Bureau of Revenue Rulings Number 69-110-2, 72-110-1, and 73-110-1. (JC)

## ED 154 944 95 RC 010 448

*Ligon, Glynn And Others*

**Preview: Evaluation of the 1973-1974 Bilingual/Bicultural Project. Formative Evaluation Report.**

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 23 Apr 74

Note—48p.; Page 34 may not reproduce well due to small print size of original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Bilingual Education, Classroom Observation Techniques, Curriculum Development, \*Data Collection, Elementary Secondary Education, Evaluation Methods, Expenditures, \*Formative Evaluation, Inservice Teacher Education, Interviews, Mexican Americans, Parent Participation, \*Program Evaluation, Program Improvement, \*Program Planning, School Visitation, Spanish

Identifiers—Austin Independent School District TX, Bicultural Education

The formative report provided the Austin Independent School District personnel with information useful for planning the remaining activities for the 1973-74 Bilingual/Bicultural Project and the activities for the 1974-75 Project. Emphasis was on what had been done to evaluate the 1973-74 Project, the data which was or would be available for the Project, the status of various programmatic activities, and available data in the special concern areas, i.e., material acquisition, inservice workshops, staff in-school visitations, and teacher/principal/parent input into planning. No data was obtained for the formal testing conducted since the pre- and post-testing had not been completed. Findings included that: the profitability of student interviews in evaluating a bilingual project was being investigated; all teachers in Project elementary and junior high schools had been administered a questionnaire in October 1973 and again in March 1974; although the 1973-74 Project used the Prueba de Lectura as the major test instrument to evaluate student progress in Spanish communication skills, steps were initiated to locate an acceptable substitute for 1974-75; there were formative evaluation reports for all completed inservice workshops; records of all monies encumbered and paid out were on file; four curriculum writers had been hired to develop units to meet the instructional needs of individual classrooms. (NQ)

## ED 154 945 95 RC 010 449

*Ligon, Glynn And Others*

**ESAA Bilingual/Bicultural Project [Executive Summary]. 1973-74 Evaluation Report.**

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 74

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Bilingual Education, \*Communication Skills, \*Elementary Secondary Education, English, Field Trips, Inservice Programs, Language of Instruction, \*Mexican Americans, Parent Participation, Program Descriptions, \*Program Evaluation, Reading Achievement, Self Concept, Spanish, \*Spanish Speaking, Team Teaching

Identifiers—\*Bicultural Education, Texas (Austin)

Austin's Bilingual/Bicultural Project was designed to establish a comprehensive program of bilingual education in Spanish and English in schools with the highest concentration of Spanish dominant Mexican American students. The four participating elementary schools had already completed three years of a modest, locally sponsored bilingual project begun in 1970; in 1973 the Bilingual/Bicultural Project expanded activity at the elementary level and began an entirely new secondary program at two junior and two senior high schools. Some of the outcomes and observations at the year's end included: increased English communication skills at all levels; increased

Spanish communication skills at elementary and secondary levels; uneven input of materials, staff training, and parent participation, with delivery of instructional materials and equipment delayed; except for a few classrooms, little successful incorporation of the background and culture of students into regular classroom activities. Evaluation staff summarized the data as related to "system level" or "program level" questions that should be addressed by district officials. System level recommendations were to continue the program at its present level and to include cultural studies in the curriculum for all grade levels. Program level recommendations were to continue team teaching between bilingual and monolingual teachers, and to include specific teacher training in classroom management and the use of methods and materials. (EJ/BR)

## ED 154 946 95 RC 010 450

*Ligon, Glynn And Others*

**ESAA Bilingual/Bicultural Project. 1973-74 Evaluation Report.**

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 74

Note—458p.; Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Academic Achievement, \*Bilingual Education, Classroom Observation Techniques, Comparative Analysis, Cross Cultural Training, Educational Assessment, Elementary Secondary Education, Field Trips, Inservice Teacher Education, \*Mexican Americans, Parent Participation, \*Program Evaluation, Reading Achievement, School Demography, \*Self Concept, Spanish, Test Results

Identifiers—\*Austin Independent School District TX, Bicultural Education, Emergency School Assistance Act, Texas (Austin)

Designed to establish a comprehensive program of bilingual education in Spanish and English in schools with high concentrations of Spanish dominant Mexican American students, the project aimed to: increase the achievement levels of minority students in the communication skills areas; provide for their special learning needs through a staff with special skills; increase their experience backgrounds; increase the home support for the students' learning goals; improve their self-concept through awareness of their cultural heritage. For evaluation purposes, project objectives were categorized into input, process, and outcome objectives. These were then evaluated via classroom observations, parent and teacher interviews, questionnaires, and standardized tests—the Boehm Test of Basic Concepts, Prescriptive Reading Inventory, California Achievement Test, Prueba de Lectura, Secondary Vocabulary Test, Primary Self-Concept Test, and Piers-Harris Children's Self-Concept Test. Findings included: there was a significant increase in Spanish reading skills; there were high and low gains in English reading skills; observations revealed generally adequate levels of appropriate classroom instructional activities but very low level of incorporation of minority group students' backgrounds and cultural heritage into these instructional activities; successful staff training was conducted for 9 of the planned 20 days due to the delay of the delivery of materials and equipment for instruction. (NQ)

## ED 154 947 RC 010 455

**Summary Report of the Task Force on the Educational Needs of Native Peoples of Ontario.**

Pub Date 30 Jun 76

Note—53p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adult Education, American Indians, Ancillary Services, \*Canada Natives, Community Control, Counselor Training, Cultural Context, Cultural Education, Curriculum Development, \*Educational Change, \*Educational Improvement, \*Educational Needs, Foreign Countries, Health Services, Physical Education, \*Program Improvement, Resource Centers, Student Financial Aid, Teacher Education

Identifiers—Canada, Task Force on Educational Needs of Native Peoples

Due to the voluminous nature of the report of the Task Force on the Educational Needs of Native Peoples, this summary of its recommendations has been prepared. The recommendations



pertain to the teaching staff and teacher training; counselling staff and counsellor training programmes; curriculum; Indian control of Indian education; financial assistance to treaty Indian students; Metis, and non-status Indian students; adult education, retraining, and upgrading programmes; culturally-oriented programmes and resource centres; student boarding homes; busing; recreation and physical education; and supportive services to Native people—day care, health services, drug and alcohol abuse programmes, and courtworker and correctional services. Recommendations which did not fit in these areas are also included. Among the recommendations are that: teachers of Indian children receive courses in Native culture, history, and philosophy taught by Native people; incentives be provided to encourage highly-qualified teachers to practise in Native communities; Native counsellor training programmes provide immersion courses in Native culture and history, together with sound counselling techniques; material relevant to the Native students' background be incorporated in reading texts; Native resource people be hired to revise Native language dictionaries and textbooks; treat Indian commuting students receive financial assistance equivalent to that provided boarding students; Native students design their own recreation programmes. (NQ)

**ED 154 948** RC 010 456

**Indian and Northern Affairs Annual Report, 1976-1977. Affaires Indiennes et du Nord Rapport Annuel, 1976-1977.**

Department of Indian Affairs and Northern Development, Ottawa (Ontario).  
Pub Date 77

Note—82p.; For related document, see ED 080 256; In English and French

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—American Indians, Annual Reports, \*Canada Natives, \*Community Development, Conservation (Environment), \*Developmental Programs, Economics, Education, \*Eskimos, Expenditures, \*Financial Support, Parks, Program Costs, Recreational Facilities, Social Development

Identifiers—\*Canada, Inuits, \*Native Claims

The report presents information on Indian and northern affairs in the areas of education, economics, Native claims, social and cultural development, conservation, and community development. Discussed are the Parks Canada Program which preserves Canada's natural and human heritage by means of national and historic parks and sites, and conservation areas under the Agreements for Recreation and Conservation program; the Indian-Eskimo Affairs Program which serves Canada's 288,938 registered Indians and 4,252 Inuits by assisting them in participatory decision-making through their band councils and Associations, and in the formulation and implementation of policies and programs designed to assist them in achieving their cultural, economic and social aspirations within the Canadian society; Office of Native Claims which represents the Federal Government in both comprehensive and specific claims negotiations with native groups, and recommends policies as to the development of claims and the conduct of negotiations; Northern Affairs Program which is responsible for establishing people-oriented programs so northern people will have a stronger voice in shaping the pace of social and economic change and a better chance of adjusting to it; and the Finance and Administration Program which advises senior management on the deployment of human and fiscal resources. A comparative summary of expenditures and revenue for the fiscal years ending 31 March 1976 and 1977 is given for each program. (NQ)

**ED 154 949** 95 RC 010 467

*Brooks, Thomas Drezek, Stan*

**ESEA Title I Project. 1974-75 Final Evaluation Report.**

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—61p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Academic Achievement, Ancillary Services, Communication Skills, \*Educationally Disadvantaged, Elementary Education, \*Language Development, \*Mexican Americans, Parent Participation, Preschool Educa-

tion, \*Program Coordination, Program Costs, \*Program Evaluation, \*Reading Programs, School Demography, Self Concept, Student Attitudes

Identifiers—Austin Independent School District TX, Elementary Secondary Education Act Title I

Providing supplemental services to educationally deprived students, the program consisted of coordination for more effective learning and communication skills components composed of a kindergarten program, a reading program for grades 1-4, and a support services program; and a "Happy Talk" component designed to help parents of preschool children (ages 2-4) work with their children to improve their language acquisition. Of the 16 elementary schools providing special reading instruction, 12 provided instruction through reading laboratories, and 4 through a classroom-based program. Program objectives were to improve knowledge of basic concepts and vocabulary, reading comprehension, self-concept, and attitudes toward school; increase attendance rates; improve home support; and increase parent time with children and support of learning objectives. Evaluation instruments included the California Achievement Test, Boehm Test of Basic Concepts, Piers-Harris Self-Concept Scale, School Sentiment Index, teacher and parent questionnaires, district attendance report, and Peabody Picture Vocabulary Test. Among the evaluation findings were that: the major cognitive objectives were achieved in both elementary components for kindergarten, second, third, and fourth grade students, but not for first graders; self concepts of kindergarten students improved slightly, those of third graders did not change significantly from last year; attitudes toward school showed no significant improvement during the year. (NQ)

**ED 154 950** 95 RC 010 468

*Brooks, Thomas Drezek, Stan*

**ESEA Title I Project. 1975-1976 Final Report, June 30, 1976.**

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Jun 76

Note—80p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Academic Achievement, Achievement Gains, Asian Americans, Attendance, Black Students, Counseling Effectiveness, \*Educational Programs, Elementary Education, \*Guidance Services, Low Income Groups, \*Minority Group Children, \*Parent Participation, Program Descriptions, \*Program Evaluation, Reading Achievement, Spanish Speaking, Special Programs, Student Behavior

Identifiers—\*Austin Independent School District TX, Elementary Secondary Education Act Title I, Texas (Austin)

Evaluation of Austin Independent School District's 1975-76 Title I program served three basic functions: accountability, process evaluation, and program planning. The program consisted of five components: more effective learning in basic skills, guidance and counseling, parental involvement, and two small non-public school components. Major objectives were to improve kindergarten students' knowledge of basic concepts, the vocabulary and reading comprehension of first through fourth grade students, and students' language and mathematics skills; improve chronic student absenteeism; increase acceptable student social behavior and attendance; increase parental support; assist parents in obtaining social services. Of the 4,800 students participating in the program, 90% were minority students. Evaluation data were gathered from standardized tests (The California Achievement Test and the Boehm Test of Basic Concepts) and teacher ratings of students' behavior using a normed classroom behavior checklist. Findings included: there was no evidence in either short or long-term studies of reading achievement to indicate that the relatively unique reading programs at individual schools had any consistent effects on achievement; the average grade equivalent months gain per month of instruction was approximately .69 to .76 at second and third grade and between .3 and .6 at fourth grade; there was no evidence that counseling affected students' acceptable classroom behavior or attendance. (NQ)

**ED 154 951** 95 RC 010 481

*Coulson, John E.*

**Overview of the National Evaluation of the Emergency School Aid Act.**

System Development Corp., Santa Monica, Calif. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Equal Educational Opportunities.

Report No—SDC-TM-5236/022/00

Pub Date Jul 77

Contract—OEC-0-73-0831; OEC-0-73-6336

Note—59p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Academic Achievement, Black Students, Caucasian Students, \*Compensatory Education Programs, Educational Finance, Educational Legislation, Elementary Secondary Education, Expenditure Per Student, \*Program Effectiveness, \*Program Evaluation, \*Resource Allocations, School Demography, School Funds, School Services, Socioeconomic Status, Spanish Speaking, Student Characteristics

Identifiers—\*Education Amendments 1975 Title VII

An overall evaluation of the Basic and Pilot Grants Programs, two closely related programs authorized under the Emergency School Aid Act (ESAA), and an in-depth study designed to identify specific program approaches associated with project success were conducted. Data were collected over a period of three school years: 1973-74, 1974-75, and 1975-76. The overall evaluation involved national samples of schools with Basic and Pilot projects; and the in-depth study involved a subset of those projects. For the overall evaluation, comparable student, program, and outcome data in both ESAA-funded and non-ESAA schools were collected along with data on district, school, and program characteristics, student achievement, and background characteristics of students and school personnel. The in-depth study, conducted during the second and third years of the overall evaluation, involved intensive classroom observations and staff interviews. This report provides an overview of the evaluation design and results for all three years, emphasizing the similarities and differences in the findings across years. Findings included: all three years, dollars were targeted toward needy school districts, schools, and students, and translated into services directed toward students with needs for such services; strength of administrative leadership was a major factor in the schools' ability to improve student achievement; in general, achievement gains tended to be larger in schools with greater resource availability and utilization. (NQ)

**ED 154 952** 95 RC 010 482

*Coulson, John E. And Others*

**The Third Year of Emergency School Aid Act (ESAA) Implementation.**

System Development Corp., Santa Monica, Calif. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Equal Educational Opportunities.

Report No—SDC-TM-5236/014/00

Pub Date Mar 77

Contract—OEC-0-73-0831; OEC-0-73-6336

Note—400p.; For related documents, see ED 117 229, ED 133 362 ; Some tables may be marginally legible due to small type

**EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.**

Descriptors—\*Academic Achievement, \*Compensatory Education Programs, Disadvantaged Youth, \*Educational Legislation, Elementary Secondary Education, Longitudinal Studies, Minority Group Children, \*Program Effectiveness, \*Program Evaluation, Resource Allocations, School Demography, School Environment, School Funds, School Integration, Student Characteristics

Identifiers—\*Education Amendments 1975 Title VII

The report summarizes the results of a national evaluation of the Emergency School Aid Act (ESAA) Basic and Pilot programs during their third year of operation, 1975-76. It also provides longitudinal data on the achievement of students participating all three years, 1973-74 through 1975-76. Examined were the needs of ESAA students and schools, school expenditures and their relationship to the students' academic needs, ESAA program impact on student achievement, and the relationship between student achievement

and certain program characteristics and approaches. Data indicated that: sample students in Pilot and Basic schools showed clear evidence of need for compensatory education programs in reading and mathematics; in general, minority students, whether in minority-isolated or desegregated schools, showed a greater need for compensatory education services than did non-minority students; more than half the total supplemental funds in all three evaluation samples were spent for basic skills instruction; recipient districts and schools translated their ESAA funds into services appropriate for their students, and focused those services most heavily on the students with the greatest academic needs; there was a positive relationship between students' reading achievement and the extent of school activities designed to promote a favorable interracial climate in the Basic Secondary sample, while there was a negative relationship between such activities and student achievement in the Basic Elementary sample. (NQ)

ED 154 953

RC 010 487

Locke, Patricia

**Indian Postsecondary Education and the Law.**

Pub Date Apr 78

Note—22p.; Paper delivered at Flaming Rainbow/University Without Walls (Tahlequah, Oklahoma, April 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*American Indians, Community Colleges, Educational Finance, \*Educational Legislation, Educational Trends, Enrollment, \*Federal Legislation, \*Post Secondary Education, Resource Allocations, \*Self Determination, Special Programs, Treaties, Tribes

Identifiers—\*Sovereignty

Postsecondary education and all of Indian education are tied to the tribes, the complexities of Indian law, and the tribal powers of self-government which in turn are based on treaties with the U.S. government. Since 1789, treaty relations were entered with nearly every tribe and band within the U.S. territorial limits. Part of the consideration for the treaty promises of education was the cession of almost one billion acres of Indian land. Some have regarded these Indian treaties as transferring control over the affairs of "weak uncivilized and defeated tribes to the sovereign power of the United States". However, the prevailing view has seen Indian treaties as valid agreements between independent sovereigns. Today the Indian Self-Determination and Education Assistance Act reinforces the government-to-government relationship between the individual tribes and the U.S. government. Yet, Federal policy relating to Indian postsecondary education is inconsistent, is not responsible to tribal authority, does not provide for sufficient funding to meet the expressed needs, and is inequitable in its service to tribes. Therefore, 21 tribes have, through enabling legislation, chartered colleges for the primary benefit of their tribal members. As tribes become increasingly aware of how legislation, including education legislation, affects the reinforcement or diminution of tribal sovereign power, they should become knowledgeable about current legislation affecting tribal education, i.e., the Indian Education Act, the Indian College Bill, and the reauthorization of Title IV. (NQ)

ED 154 954

RC 010 488

**Native Studies in Colleges and Universities: A Guide to Courses in Native Studies Offered in Ontario Beyond the Secondary School Level.**

Ontario Ministry of Colleges and Universities, Toronto.

Pub Date Dec 77

Note—51p.; Some pages may reproduce poorly due to colored paper

Available from—Information Resources Branch, Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ontario M7A 1B9 (Free)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Canada Natives, Colleges, \*Course Descriptions, Cultural Awareness, \*Directories, Educational Opportunities, Educational Programs, \*Ethnic Studies, Higher Education, \*Post Secondary Education, Program Descriptions, Programs, Universities

Identifiers—\*Native Studies, \*Ontario

Intended to provide general information about educational opportunities in Ontario beyond high school, this publication concentrates on post-secondary courses that may be of particular in-

terest to Native people and non-Natives who wish to improve their appreciation of Native society and cultures. Courses of study described are offered by Ontario colleges of applied arts and technology and Ontario universities, and include special programs developed to meet specific needs of Native people. Outlined are adult-training and apprenticeship programs that Native people have found particularly useful for improving their employment prospects. For Native students, the information can serve as a guide to opportunities for completing or complementing post-secondary education in areas relating to Native culture, Native history, and contemporary Native society. Students, both Native and non-Native, who plan to work with Natives in professional fields such as law, medicine, social services, and education should find that programs in Native studies help improve their understanding of Native society. The publication may also be utilized as a guide to practical training that can be valuable for those who want employment in community, social and correctional services or in Native and band council associations and businesses dealing with or within Native Communities. (Author/NLY)

ED 154 955

RC 010 490

Studebaker, Diana P.

**Native American Career Education.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Pub Date 30 Mar 78

Note—18p.; Appendix A will not reproduce well due to small print size of original document; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 30, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*American Indians, Career Awareness, \*Career Education, Career Exploration, \*Cultural Context, \*Curriculum Development, \*Instructional Materials, Junior High Schools, \*Junior High School Students, Occupational Choice, Self Actualization, Teacher Education

Identifiers—\*Native Americans

Conducted during 1974-76, the Native American Career Education project produced 12 culturally appropriate instructional units in career awareness, orientation, and exploration, a curriculum guide, and a state-of-the-art study, all designed to introduce Native students (grades 7-9) to a broad spectrum of occupations in order to develop increased self-awareness, an awareness of the world of work and careers, and the knowledge to make rational choices among careers based on individual interests. The mixed Indian/non-Indian staff was guided by an advisory committee of Indian educators. After surveying career education content, methods, and curricula for Indian students, and gathering information on needs, a goal map was developed to serve as a basis for instructional design. Units were field tested on more than 500 students in urban, semi-rural, rural, and boarding school settings and evaluated by the National Indian Training and Research Center before being revised. The project's real significance lay in its potential as a model for future development of comprehensive career education programs responsive to the specific cultural and economic needs of Indian tribes and communities. Among other conclusions drawn were: materials written for Indian junior high students should require no more than middle-level language skills; materials should be relevant or adaptable to students' tribal cultures; the program can be implemented in various settings; the program addresses a curriculum area which has not been previously covered. (BRDR/NQ)

ED 154 956

RC 010 507

Rogers, David L., Ed. Whiting, Larry R., Ed.

**Rural Policy Research Alternatives.**

North Central Regional Center for Rural Development, Ames, Iowa.

Pub Date 78

Note—245p.; Papers from a conference held at Iowa State University (Ames, Iowa, April 22-23, 1975)

Available from—Iowa State University Press, Ames, Iowa 50010 (\$6.95)

**Document Not Available from EDRS.**

Descriptors—Conference Reports, Decision Making, Economic Development, Housing, \*Information Needs, Land Use, Needs Assessment, \*Policy Formation, \*Research, \*Research Criteria, \*Research Methodology, \*Rural Development, Transportation

Identifiers—\*Policy Research

The 1975 conference on Alternative Methods for Public Policy Research in Rural America was held to improve research and design methods for the study of public policy issues in rural development so that research can be more readily used by policy makers. The preface to the conference papers discusses theories offered to explain low utilization of research by social scientists in policy decisions. Papers fall into four categories: (1) information needs of decision makers and broad implications for initiating and carrying out policy-oriented research; (2) ways researchers have designed policy research for problem areas (for example, rural transportation, rural housing, economic development, land use); (3) five different kinds of research techniques and their uses (descriptive research, public opinion research, evaluation research, basic research, proactive research); (4) overview and summary on what is and what ought to be in the conduct of policy research. (RS)

ED 154 957

RC 010 508

Swanson, Dean L.

**SMECSU Annual Report, 1976-1977. SMECSU (Southeast Minnesota Educational Cooperative Service Unit) Administrative Report Volume 1, Number 2.**

Southeast Minnesota Educational Cooperative Service Unit, Rochester.

Pub Date 1 Sep 77

Note—89p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Annual Reports, Budgets, Costs, \*Demonstration Projects, \*Educational Finance, Educational Programs, \*Educational Research, Information Dissemination, \*Inservice Programs, \*Interagency Cooperation, Needs Assessment, Private Schools, Program Evaluation, \*Public Schools, Small Schools

Identifiers—\*Southeast Minnesota Ed Cooperative Service Unit

The Southeast Minnesota Educational Cooperative Service Unit (SMECSU) is an organization of public and nonpublic school districts that voluntarily joined together to provide educational programs and services which could best be done cooperatively. Of 54 school districts in the 11-county region, 23 public schools joined SMECSU the first year, along with one nonpublic school. Both large and small schools participated. An assessment of member school needs was done, and communication with member schools and their personnel was handled through a monthly newsletter and special reports. Cooperative efforts were in purchasing, grant proposals, a demonstration project (in planning, evaluating, and reporting) for six of the districts, and inservice education; SMECSU served as a liaison among districts and with other educational agencies and the legislature. A formal evaluation showed high support, participation, and cost effectiveness. Future challenges are to continue responsiveness to local needs, cost effectiveness, liaison functions, to minimize bureaucracy, and to guard SMECSU from outside, special interest influences. The lengthy appendix includes enabling legislation, step-by-step formation of SMECSU, board of directors, program of work, membership list, standing committees, by-laws, budget, and evaluation instrument. (RS)

ED 154 958

RC 010 509

Swanson, Dean L., Comp. And Others

**Comprehensive Planning Data for Southeast Minnesota School Districts.**

Southeast Minnesota Educational Cooperative Service Unit, Rochester.

Pub Date May 77

Note—430p.; Not available in hard copy due to extensive use of sideways pages

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Administration, Community Services, Comparative Analysis, Enrollment, Expenditure Per Student, Facilities, \*Interagency Cooperation, \*Planning, Salaries, \*School Districts, School Personnel, Special Education, \*Statistical Data, Student Teacher Ratio, \*Surveys, \*Tables (Data), Teacher Certification, Transportation

Identifiers—\*Southeast Minnesota Ed Cooperative Service Unit

Selected current data on both small and large public schools in an 11-county area of southeast Minnesota are summarized to help school dis-

tricts in decision making since proposed legislation would reduce the state's 438 school districts to 92. The survey instrument, included in the report, was sent to all public school superintendents in the 54-district region, including both Southeast Minnesota Educational Cooperative Service Unit members and nonmembers. Participating schools are listed under their respective counties; definitions are given for terms used in the tables. Data given for each county includes a map, a narrative countywide summary, and tables listing information for each school district. Information includes: size, school buildings, present and projected enrollments, certified and noncertified staff, transportation (number of routes and buses, miles one-way, public/private buses, garage space, buses in garage, late bus service), economic (evaluation base, lunch program, expenditures per pupil unit), salary schedule, salary-staff comparisons, administration, extra duty personnel, negotiations, secondary teachers per subject, community services, and special education. (RS)

**ED 154 959** RC 010 523

**Communication: A Plan for Small School Districts.**

Council of Communicators, Austin, Tex.; Texas Education Agency, Austin.

Pub Date Jul 77

Note—27p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**\*Communication (Thought Transfer), \*Community Involvement, Delivery Systems, Education Service Centers, Evaluation Methods, Information Dissemination, \*Organizational Communication, Program Development, \*Public Relations, School Community Relationship, \*Small Schools, \*Workshops

Since communication is the working link between the school district and the community it serves, public school administrators serving small towns or rural areas are developing a planned program of two-way communication based on a clear policy statement adopted by the board of trustees which basically upholds the public's right to know. In order to make the policy work, the district's communications goals must be translated into guidelines. The communication program designed to meet these goals should include a plan for circulating information within the schools, activities involving community groups, and how to meet the needs of any news media in the area. Some methods school administrators in both small and large school districts have found effective in their communities are face-to-face sessions, advisory groups, volunteers, audiovisual materials, annual reports, mail stuffers, bulletin boards, student pages, and district and education service center newsletters. School administrators may also find help by visiting the newspaper editors, radio and television news directors in the area, the journalism faculty members or information officers from nearby colleges or universities, and the education service centers. A planned evaluation of the district's developing communications program will pinpoint areas needing more intensive work. This handbook presents a format for communication workshops keyed to the special needs of small schools (ADA 500 or less) and provides materials which may be used as workshop handouts and district reference materials. (NQ)

**ED 154 960** RC 010 525

*Petersen, Anne C. And Others*

**Self-Image and Its Correlates Among Rural High School Youth.**

Pub Date Mar 78

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 1978); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Age, Aspiration, Body Image, Family Background, \*High School Students, Individual Characteristics, Personal Adjustment, Psychological Characteristics, \*Rural Youth, School Size, \*Self Concept, Self Concept Tests, Self Congruence, \*Self Esteem, Sex Differences, \*Student Attitudes

**Identifiers—**\*United States (Midwest) Using the Offer Self-Image Questionnaire (OSIQ), the study examined the self-image of rural high school youth. The primary subjects were 127 randomly selected students from a rural

community high school. The community was predominantly white and middle-class. A second rural sample consisted of 42 students selected from 3 tiny country schools from another mid-western state. A self-descriptive personality test of adjustment, the OSIQ measured adjustment in 11 areas representing important aspects of the teenager's psychological world: impulse control, emotional tone, body- and self-image, social relations, morals, sex attitudes, family relations, external mastery, vocational and educational goals, psychopathology, and superior adjustment. Each item consisted of a statement with 6-option Likert-type response scale. Also studied were school size, parental education and occupation, sibling age and sex, and adolescents' sex, age, occupational and educational aspirations, religiosity, and attitudes toward women. Findings included: youth from the large consolidated school showed lower self-images than youth attending the small country schools; younger youth frequently showed lower self-image on body- and self-image, vocational and educational goals, and sex attitudes; girls felt better about themselves than did boys on items measuring morals, while the reverse sex effect held for emotional tone, body- and self-image, and psychopathology. (NQ)

**ED 154 961** RC 010 526

*Romero, J. Christian*

**Community Bilingual Education.**

Kansas State Univ., Manhattan. Coll. of Education.

Pub Date Jul 77

Note—11p.; Developed by the Department of Curriculum and Instruction; For related documents, see RC 010 527-529

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Bilingual Education, Community Action, \*Community Education, Community Involvement, \*Community Leaders, \*Leadership Training, \*Mexican Americans, Participant Involvement, Program Descriptions, \*Technical Assistance

**Identifiers—**\*Aztlán en Kansas (Asistencia Tecnológica), \*Kansas, Technological Assistance Mexican Amer People KS

Community bilingual education, which utilizes the community's language for educational instruction and values the community culture, narrows the communication gap between the community and the educational institutions. Thus, in the spring of 1976, "Aztlán en Kansas: Asistencia Tecnológica" was initiated to provide technical assistance to Kansas' Mexican Americans in the development of leadership skills which could then be applied for the improvement of the whole community. Primarily conducted through workshops, seminars, and information dissemination, the program aimed to help the participants gain leadership skills such as reinforcing ideas in a group, using proper methods for advocating ideas and actions, and evaluating goals and objectives. Program content included: climate setting, group processes, needs assessment, data gathering techniques, group planning and prioritizing, definition of goals and objectives, and evaluation of achievement. The program utilized a Laubach Model in that as a workshop was conducted by the project, community leaders were identified who then agreed to conduct a second leadership workshop with support from the project. Groups of community leaders (about 20 persons) were identified in about 15 communities. While the work that was done by the completion of the project was "highly" successful, the "time limitation and difficulty of scheduling workshops at a time that was convenient to participants put a rather constraining obstacle in administering the program". (NQ)

**ED 154 962** RC 010 527

*Romero, J. Christian And Others*

**Facilitator's Manual - Aztlán en Kansas: Asistencia Tecnológica (Technological Assistance to Mexican American People in Kansas.)**

Kansas State Univ., Manhattan. Coll. of Education.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C.

Pub Date Jul 77

Note—42p.; Developed by the Department of Curriculum and Instruction; For related documents, see RC 010 526-529

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**\*Community Education, Community Leaders, Decision Making, \*Leaders Guides, \*Leadership Training, \*Mexican Americans,

Participant Involvement, Program Content, \*Technical Assistance, Training Techniques, Workshops

**Identifiers—**\*Aztlán en Kansas (Asistencia Tecnológica), \*Kansas, Technological Assistance Mexican Amer People KS

Primary purpose of the program, "Aztlán en Kansas: Asistencia Tecnológica", is to provide technical assistance to Mexican Americans in Kansas in developing leadership skills which could then be applied for the improvement of the whole community. The program utilized a Laubach model in that as a workshop was conducted, community leaders were identified who then agreed to conduct a second workshop. This way a cadre of community leaders reached as many people as possible. Designed to serve as a structure and as a resource for the project, this manual is written in a step-by-step, non-technical format so that it could be used by members of the cadre of community leaders after having participated in at least one workshop. The manual covers: instructions for workshop facilitator—materials and type of meeting room needed, general procedure for working in small groups, how to get started; how to get to know the participants; rules for an effective group; evaluation of individual participants and the whole group; leadership traits; functions and processes of a group; four basic functions of group members; decisions needed to be made; rules for brainstorming; large group prioritization of goals; force field analysis; planned action; strategy implementation; plan of action; and workshop evaluation. (NQ)

**ED 154 963** RC 010 528

*Romero, J. Christian And Others*

**Leadership Development Workbook - Aztlán en Kansas: Asistencia Tecnológica. (Technical Assistance to Mexican American People in Kansas.)**

Kansas State Univ., Manhattan. Coll. of Education.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C.

Pub Date Jul 77

Note—30p.; Developed by the Department of Curriculum and Instruction; For related documents, see RC 010 526-529

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**\*Community Education, Community Leaders, Instructional Materials, \*Leadership Training, Learning Activities, \*Mexican Americans, Program Content, \*Technical Assistance, \*Workbooks, Workshops

**Identifiers—**\*Aztlán en Kansas (Asistencia Tecnológica), \*Kansas, Technical Assistance Mexican Amer People KS

Purpose of the workbook is to provide the participants and facilitator in the Leadership Development Workshop a means of communication about the structure of the program "Aztlán en Kansas: Asistencia Tecnológica", and to help individualize the instructional activities conducted throughout the workshop. This workbook should be used in conjunction with the "Facilitator's Manual". Its format and sequence parallels that of the "Facilitator's Manual" but includes only the major points of the instructional activities. Instructional activities cover how to get to know the group members; rules for an effective group; how much an individual helped the group; group effectiveness; leadership traits; four basic functions of group members; group process stages; group processes and functions (evaluation statement); force field analysis; techniques for a plan of action based on force field analysis; plan of action; strategy implementation; and overall evaluation of the workshop. (NQ)

**ED 154 964** RC 010 529

*Romero, J. Christian And Others*

**Directorio de Agencias Federales y Estatales para Americanos de Habla Española en Kansas. (Directory of Federal and State Agencies for Spanish Speaking Americans in Kansas.)**

Kansas State Univ., Manhattan. Coll. of Education.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C.

Pub Date Jul 77

Note—20p.; Developed by the Department of Curriculum and Instruction; For related documents, see RC 010 526-528; In Spanish

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**



**Descriptors**—Community Development, Consumer Education, Day Care Services, \*Directories, Economic Development, Education, \*Federal Government, Foundation Programs, Grants, Housing, \*Human Services, \*Mexican Americans, Migrants, Nutrition, \*Spanish Speaking, \*State Agencies, Voting, Welfare Agencies

**Identifiers**—Aztlán en Kansas (Asistencia Tecnológica), \*Kansas, Technical Assistance Mexican Amer People KS

Intended as a resource for participants of the project "Aztlán en Kansas: Asistencia Tecnológica", the directory provides information on Federal and State agencies considered important to Spanish-speaking people. Written in Spanish, the directory contains agencies pertaining to community development, consumer education, day care, economic development, education, Federal information, grants and foundations, housing, nutrition programs, migrants, publicity, public welfare, and voting information. Brief information as well as an address are provided for each agency. A list of vocabulary used in the directory and their English meaning is included. (NQ)

**ED 154 965** RC 010 530  
Increasing the Options. A Report of the Task Force on Southern Rural Development, Southern Regional Council.

Southern Regional Council, Atlanta, Ga.  
Spons Agency—Edna McConnell Clark Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.; Rockefeller Bros. Fund, New York, N.Y.

Pub Date Mar 77  
Note—84p.

Available from—Southern Regional Council, 75 Marietta Street, Atlanta, Georgia 30303 (\$5.00 single copies; \$4.00 in quantities of 10 or more)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Agricultural Trends, Blacks, Community Development, Credit (Finance), Economic Disadvantage, Health Services, Housing, Humanization, Income, Industrialization, Labor Force, Labor Unions, Nutrition, Politics, Population Trends, \*Quality of Life, \*Rural Areas, \*Rural Development, Rural Economics, Rural Education, Rural Farm Residents, Rural Nonfarm Residents, \*Socioeconomic Influences, \*Southern States

Monumental changes have occurred in the South, i.e., the loss of many farm and nonfarm residents to urban areas, farms becoming larger and more mechanized, the growth of manufacturing employment, and the narrowing of income gaps between rural and urban areas, and between the South and the non-South. Political and social changes have accompanied these economic changes. Many of the institutions that characterized the traditional South such as sharecropping, one-party politics, and demagogic preoccupation with race have disappeared or are no longer important. Yet, despite these changes, the rural South lags behind urban areas, and rural areas outside the South, in many dimensions of human resource development. Large commercial farmers have been the main beneficiaries of technological changes and agricultural policies. Blacks have not shared proportionately in the growth of jobs. Because of the unevenness of economic progress, too many people in the rural South are poor, have inferior educations, suffer from poor health, nutrition, housing, and inadequate health care. Therefore the Task Force has made various recommendations dealing with a wide range of issues affecting human resource development in the rural South. They include reform in the financing of education, in state and local taxes, and in health delivery systems; strengthening the political effectiveness of low income people and minorities; strengthening union membership; restructuring the South's income maintenance system; and improvements in training and employment, job creation, and the rural credit system. (NQ)

**ED 154 966** RC 010 531  
MacLachlan, Gretchen  
The Other Twenty Percent: A Statistical Analysis of Poverty in the South.

Southern Regional Council, Atlanta, Ga.  
Pub Date Dec 74

Note—56p.; Parts may be marginally legible due to small type and shaded background

Available from—Southern Regional Council, Inc., 75 Marietta Street, Atlanta, Georgia 30303 (\$3.00 single copy; \$2.50 bulk rate)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Blacks, Caucasians, \*Census Figures, Comparative Analysis, \*Economically Disadvantaged, \*Economic Disadvantage, Family Income, Heads of Households, Labor Force, Older Adults, Regional Characteristics, Residential Patterns, \*Rural Population, Rural Urban Differences, Senior Citizens, Sex Differences, \*Southern States, Spanish Americans, \*Statistical Data

**Identifiers**—United States (South)

Of the 27 million poor people in the United States in 1970, 10 million lived in the 11 Southern states. This was 38% of the nation's poverty population, making the South's poverty rate twice that of the remaining 39 states. This study, essentially a statistical analysis of regional poverty data derived from the 1970 Census, identifies the South's poor in detail in order to provide a statistical base for remedial action. Data were obtained on residence and poverty, the working poor, the South's elderly poor, family income and the poverty line, and poor Southern families with children. Findings included: while in "absolute numbers" more white males headed poor families than any other race/sex grouping, the incidence of poverty was highest among black female-headed families; the difference in poverty incidence between the South and the non-South was greatest for black males; the South's rural areas had the highest poverty rate; of Southern employed family heads, 54% of black females, 26% of black males, 18% of white females, and 6% of white males did not earn enough to keep out of poverty; almost half of Southern farm laborers and about one-quarter of Southern farm owners were in poverty; poverty incidence among male headed-families with children was nearly twice as high in rural areas as in urban areas; 9% of the white elderly and 23% of the black elderly in the South were poor and did not receive Social Security benefits. Appended is brief data on the Spanish American poor population in Florida and Texas. (NQ)

**ED 154 967** RC 010 532  
Model Children's Code.

New Mexico Univ., Albuquerque. American Indian Law Center.

Pub Date 76  
Note—86p.

Available from—American Indian Law Center, University of New Mexico School of Law, 1117 Stanford, N.E., Albuquerque, New Mexico 87131 (\$5.00)

**Document Not Available from EDRS.**

**Descriptors**—\*American Indians, \*Child Advocacy, Civil Liberties, \*Codification, Court Cases, \*Court Litigation, Court Role, \*Due Process, Equal Protection, Federal Courts, Grievance Procedures, Hearings, Individual Power, Juvenile Courts, Law Enforcement, Laws, Legal Education, Self Determination, \*Tribes

The Model Children's Code was developed to provide a legally correct model code that American Indian tribes can use to enact children's codes that fulfill their legal, cultural and economic needs. Code sections cover the court system, jurisdiction, juvenile offender procedures, minor-in-need-of-care, and termination. Almost every Code section is supplemented with a commentary. Each comment section is divided into three subsections: law—reviews laws arising under the Indian Civil Rights Act that must be complied with by every tribe and cannot be omitted from the Code; purpose—reviews the section content and reasons for inclusion, and gives assistance in proper interpretation; and cross-reference—refers the reader to other Code sections that provide helpful information. Comment sections entitled "Law in State and Federal Courts" include only the law that is legally binding on state and Federal courts; "the law is not legally binding on tribal courts". These should not be confused with cases arising under the Indian Civil Rights Act which "are binding on tribal courts". Topics covered include: establishment, powers, duties, and authority of courts; children's court counselor, presenting officer, and guardian ad litem; original jurisdiction; transfer to adult tribal court; complaints, warrants, and custody; detention and shelter care; preliminary inquiry; investigation by the children's court counselor; the various

hearings; pre-termination report and other reports. (NQ)

**ED 154 968** RC 010 539

Settles, Barbara H. And Others

Assessing the Costs of Foster Family Care in Rural Areas—Myths and Realities.

Delaware Univ., Newark. Coll. of Home Economics.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Aug 76

Grant—CB-74-296

Note—30p.; Revision of paper presented at the Annual Meeting of the Rural Sociological Society (New York, New York, August 1976); Several tables may be marginally legible due to print quality

Available from—Bureau of Economic and Business Research, Purnell Hall, University of Delaware, Newark, Delaware 19711 (No price given); or Region III Office of Child Development, United States Department of Health, Education and Welfare, 3535 Market Street, Philadelphia, Pennsylvania 19101 (No price given)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Child Care, Comparative Analysis, \*Costs, Economic Factors, Financial Support, \*Foster Children, \*Foster Family, History, Life Style, Literature Reviews, Quality of Life, \*Rural Areas, Rural Nonfarm Residents, Rural Urban Differences, State Aid, Suburban Environment, Urban Areas

**Identifiers**—\*Delaware, United States

A request to develop instruments for assessing local foster care costs provided the impetus to examine family foster care in depth. Based on data from original studies done in Delaware and nationally during 1974-75 and on review of other research available, the study examined the history and connection of foster care to rural areas in the United States, the current situation for foster care in rural America, and the adaptations necessary to use current data in estimating the costs of foster care in rural areas. Comparison to other child and family services in rural areas and issues relating to the quality of life in rural settings were also examined. In order to check the usefulness of available data and to get a current perspective on costs for foster families, a random sample of 200 Delaware foster parents was interviewed. An analysis comparing rural, rural non-farm, suburban, and urban foster family views was conducted. Among the findings were: most parents felt that Delaware's standard payment system for foster care did not cover all areas of direct costs, especially food, clothing, and housing expenses; many felt none of the schooling and recreation expenses were covered; these perceptions were similar regardless of location; foster parents, in general, stated that their perception of costs for foster children were more similar to natural children than different; national cost studies did show rural-urban differences in costs by region of the country. (NQ)

**ED 154 969** RC 010 540

Kelly, William H.

Methods and Resources for the Construction and Maintenance of a Navajo Population Register.

Arizona Univ., Tucson. Bureau of Ethnic Research.

Spons Agency—National Cancer Inst. (NIH), Bethesda, Md.

Pub Date 64

Note—52p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—\*American Indians, \*Census Figures, Data Collection, \*Demography, Identification, Information Sources, Nonreservation American Indians, Population Trends, \*Recordkeeping, \*Records (Forms), Reservations (Indian)

**Identifiers**—\*Navajos, \*Population Register

The most feasible method for constructing a Navajo population register was to produce a preliminary register from data contained in existing records and to perfect and extend this register either through subsequent clerical and record-accumulating operations, the existing school census operation, a special program of field enumeration, or a combination of these. Tests indicated that records in the Window Rock Office of Vital Statistics (i.e., 1940 Roll, numerical card file, birth and death certificates, sub-agency school census records, etc.) could be converted to a "birth certificate" system and that the resulting

record would identify about 80% of all reservation Navajos by name, census number, year of birth, sex, tribe, father and mother's names and numbers. Another 15% would be identified by name, number, sex, year of birth, tribe, and, in most instances, by some information on one or both parents. However, these records contained no residence and origin data and lacked reliable vital status information. In order to correct any deficiencies, it was recommended that data be transcribed and converted to a system of individual tape or punched card records and that automatic data processing techniques be employed in a matching operation with sub-agency school census records in order to secure from them the information they contained on residence and vital status. A remaining serious weakness was a lack of knowledge of the vital status of about 35% of the individuals in the record and of the residence of large numbers of off-reservation Navajos. (NQ)

**ED 154 970** RC 010 541  
Health Management Workshop. A Three-Phase Training Program for CHR (Community Health Representative) Supervisors, February 4-6, 1975; April 8-10, 1975; June 10-12, 1975.

Brigham Young Univ., Provo, Utah; Public Health Service (DHEW), Washington, D.C. Div. of Indian Health.

Pub Date 4 Feb 75

Note—50p; Sponsored by the Indian Health Service—Billings and Phoenix Areas; Regional Medical Programs of Arizona, Colorado, Wyoming, Intermountain, Mountain States, and New Mexico

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*American Indians, \*Community Health Services, Course Descriptions, \*Health Personnel, \*Learning Activities, \*Management Education, Personnel Management, Program Budgeting, Program Evaluation, Program Planning, \*Short Courses, Statistical Data, Tribes, Workshops

Identifiers—\*Community Health Representative Supervisors

A series of mini courses in the basics of management, information systems, and personnel, the workshop was developed for tribal health program managers. The workshop aimed to provide: supervisory management training which was relevant to the need of tribal health supervisors; demonstrable evidence of understanding and application of new skills; the opportunity for college credit. In Phase One, Community Health Representative (CHR) Supervisors reviewed basic principles of management in lectures, small group discussions, and case studies. For this phase, CHR Supervisors were to develop a program plan according to given instructions. In the second phase, CHR Supervisors dealt with financial management, health statistics, data management and presentation, program evaluation, community relations, and motivation. The Phase Two challenge was to price the plan submitted in Phase One, "beef-up" the plan with supportive documentation, build in mechanisms for evaluation, and sell it to their communities. The final Phase dealt with the supervisor's role and responsibilities as managers of the work force. Topics included: employee counseling and career development, employee discipline, handling of employee grievances, and tribal personnel systems. A model personnel merit system was outlined to familiarize supervisors with the components of personnel administration. Among the conclusions drawn from the workshop was that recognition of achievement was an incentive that should be built into any training effort. (NQ)

**ED 154 971** RC 010 542  
Indian Health Service Training Center, Training Course TC-70-3 (February 9-27, 1970): A Descriptive Study of the Academic Achievement, Delinquency, and Alcohol Usage of the Teenage Population of the Reno-Sparks Indian Colony.

Public Health Service (DHEW), Washington, D.C. Div. of Indian Health.

Pub Date 9 Feb 70

Note—41p; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Academic Achievement, \*Alcoholism, American Indians, Attendance, \*Delinquency, Dropout Rate, Family Background, Parental Background, \*Reservations (Indian), Student Behavior, \*Teenagers, \*Youth Problems

Identifiers—Nevada, \*Reno Sparks Indian Colony NV

Composed of representatives from the Indian Health Service, Community Health Representatives' Program, the Alaska Office of Vocational Rehabilitation, and the Oklahoma State Health Department, the class in Epidemiology and Health Services Management studied the problems of teenagers of the Reno-Sparks Indian Colony. Four committees were formed, each concentrating on one of four areas of concern: the individual's demographic background, his current educational status, whether he had a history of juvenile delinquency, and whether he or a family member had a history of alcohol abuse. Data were obtained from pertinent community records and officials of appropriate educational and social agencies. Literature on related topics also provided additional background information. Findings included: although the dropout rate was high, it was lower than the U.S. all-Indian rate; unsuccessful and early termination of education was related to absenteeism, low achievement, and delinquency and not related to crowded home conditions, parents who drank excessively, family stability, or income level; 40% of the teenagers had been arrested, some several times; alcohol use began early in the Colony; abuse or excessive drinking was frequently present among the adult family members; alcohol use was associated with many of the arrests and dropouts. Among the recommendations were: that earlier counseling of children be considered; that special programs, geared to the problems of youth and alcohol abuse be initiated by the Nevada Inter-Tribal Committee on Alcoholism. (NQ)

**ED 154 972** RC 010 543  
Indian Health Service Training Center, Training Course TC-70-4 (April 13-May 1, 1970): A Descriptive Analysis of the Utilization of Health Resources in the Zuni, New Mexico Service Unit.

Public Health Service (DHEW), Washington, D.C. Div. of Indian Health.

Pub Date 13 Apr 70

Note—79p; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*American Indians, \*Attitudes, Birth Rate, Child Care, Clinics, Community Health Services, Diseases, Family Planning, \*Health Facilities, \*Health Services, Immunization Programs, Patients (Persons), \*Preventive Medicine, Proximity, Questionnaires, \*Use Studies

Identifiers—Indian Health Service, \*New Mexico (Zuni), Ramah Navajos, Zuni

A descriptive study of health services utilization patterns, and possible factors contributing to such patterns, was conducted in April 1970 at the Zuni, New Mexico, Indian Health Service Unit. Health service utilization was explored by selected disease categories, preventative services (maternal and child health), and general population attitudes as expressed in a precoded questionnaire. The study group consisted of 121 Zuni, 38 Ramah, and 12 others. Data were obtained from the daily outpatient disease log, hospital inpatient computer data, delivery room log, stork register, inpatient-outpatient combined medical chart, and field health family folder. Findings included: in view of the high incidence of tuberculosis in the Service Unit population, the number of infants receiving PPD skin test was extremely low; 33% of the children had 2 or less well-child visits over the entire study period; 21% of all mothers did not have pre-natal care; post-partum examinations were received by 64% of Zuni and Ramah women; contraceptive methods were used by 36% of the mothers; 18% of the outpatient workload at the Zuni Hospital was attributable to non-Zuni residents; the Ramah utilized significantly less preventive services on a per capita basis; waiting time was found to be a significant factor preventing the utilization of health services. Among the recommendations were that there should be active rubella immunization and PPD skin testing of all preschool children and additional field clinics. (NQ)

**ED 154 973** RC 010 544  
Indian Health Service Training Center, Training Course TC-71-2 (February 15 thru March 5, 1971): A Study to Descriptively Analyze the Problems of the Elderly at the San Carlos Reservation with Regard to Health, Illness, So-

cial Pathology, Environment, Health Delivery System, and Felt Need.

Public Health Service (DHEW), Washington, D.C. Div. of Indian Health.

Pub Date 15 Feb 71

Note—68p; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—American Indians, \*Community Attitudes, Community Characteristics, Cultural Traits, Delivery Systems, Gerontology, \*Health Needs, \*Health Services, \*Nursing Homes, Questionnaires, \*Reservations (Indian), \*Senior Citizens, Socioeconomic Background, Tribes

Identifiers—\*San Carlos Apache Reservation AZ, San Carlos Apaches

A descriptive analysis of the problems of the elderly at the San Carlos Indian Reservation regarding health, illness, social pathology, environment, health delivery systems, and felt needs was conducted. Interview questionnaires were used to obtain data from 59 elderly on the reservation and 21 in an off-reservation nursing home; 39 younger family members of these elderly; key personnel in the Bureau of Indian Affairs, Public Health Service, and tribe; community health representatives, clergy, and other influential reservation people; and administrators of 4 off-reservation nursing homes with tribal elderly members. Among the findings were: although off-reservation facilities were satisfactory in providing for physical and medical needs, they did not provide adequately for their emotional needs; it was felt that placing the elderly in off-reservation nursing homes was detrimental to them and their families; everyone interviewed strongly felt that a reservation nursing home was needed; there was a high percentage of reservation people needing a nursing home as shown by the large number of hospital admissions for non-medical reasons and of elderly for whom admission to a nursing home had been advised; the observation that the 13 elderly who lived alone received at least partial care from neighbors and relatives and the lack of an organized form of recreation for the elderly indicated that a day care facility may be needed on the reservation. (NQ)

**ED 154 974** RC 010 545  
Indian Health Service Training Center, Health Services Management Training Course TC-72-1 (January 24-February 11, 1972): A Descriptive Analysis of Health Care Communications Pertaining to the Canonicito Navajo Community.

Public Health Service (DHEW), Washington, D.C. Div. of Indian Health.

Pub Date 24 Jan 72

Note—53p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—American Indians, Community Characteristics, Community Health Services, Community Problems, \*Health Personnel, \*Health Services, \*Interagency Cooperation, \*Organizational Communication, Organizational Theories, Public Relations, Questionnaires, \*Reservations (Indian), Tribes

Identifiers—Canonicito Navajos, \*New Mexico (Canonicito)

Members of the Health Services Management class conducted a descriptive analysis of health care communication pertaining to the Canonicito Navajo Community and offered "meaningful" alternatives of communication and management to the community. Two committees gathered data to describe communications within and between organizations supplying health care services to Canonicito and to evaluate the effectiveness of communication to the consumers. A 36-item questionnaire was used to interview Tribal officials, Indian Health Service (IHS) staff, and Canonicito community health workers. Organizational charts and maps were obtained when possible. A 4-major-item questionnaire was used to interview 20% of the families in the community. Among the findings were: the organizational charts showed that not all employees were oriented to the overall organizational status of their positions; Tribal and IHS employees indicated that most of their communication was on a verbal level; most people went to Albuquerque for their health needs, but were aware of other places to go; the majority of the consumers felt that community problems and their own problems were identical; three major problem areas were water, transportation, and housing. Recommenda-

tions included: program planners should have a detailed knowledge of other agencies so that new programs do not unnecessarily duplicate existing programs; a program to provide routine home maintenance, fuel, and water for older people on the reservation should be considered. (NQ)

**ED 154 975** RC 010 546  
Indian Health Service Training Center, Training Course TC-72-2 (April 17-May 5, 1972): Pueblo de Santa Clara - A Description of the Perceived Health Needs of the People of Santa Clara Pueblo and the Management Processes Involved in the Delivery of Health Services to Them.

Public Health Service (DHEW), Washington, D.C. Div. of Indian Health.

Pub Date 17 Apr 72

Note—98p.; Not available in hard copy due to marginal reproducibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*American Indians, Community Attitudes, Community Health Services, \*Delivery Systems, Diseases, Family Health, \*Health Needs, Health Personnel, \*Health Services, \*Management, Organization, Organizational Communication, Personnel Management, Program Administration, Questionnaires, Referral, Reservations (Indian), Tribes

Identifiers—New Mexico (Santa Clara), \*Pueblos (Tribe)

Members of the Health Services Management class conducted a descriptive study of the perceived health problems of the people of Santa Clara Pueblo and the management processes involved in the delivery of health services to them. Data were obtained from personal interviews with 38 Tribal members, 9 officials, 6 employees working primarily in the health delivery field; 15 Service Unit employees; and 1 Health Board member. Information was also obtained from analyses of contracts between the Tribe and other Federal agencies, and of position descriptions and organizational charts of the Service Unit. Findings included: in the delivery of health services, the majority of those interviewed stated that the physician was the key resource; Tribal members were concerned about lack of personnel and lack of permanent personnel; consumers felt they had little influence on the health care system; all groups mentioned alcoholism and chronic diseases as important problems; as a primary resource, the use of the Community Health Representative was perceived differently by Service Unit personnel than by the other groups; transportation was most frequently mentioned by all groups as the least important health service; sanitation was most frequently mentioned as the most satisfactory health service; Tribal members indicated that emergency care, personnel, and facilities were the most important health services; Service Unit personnel identified health education and preventive medicine as the two most important health services. (NQ)

**ED 154 976** RC 010 547  
Mental Health Technician Training Program, Desert Willow Training Center, March 1975. Public Health Service (DHEW), Washington, D.C. Div. of Indian Health.

Pub Date Mar 75

Note—142p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—\*American Indians, Course Content, Course Organization, Curriculum Design, Educational Programs, \*Human Services, Insertion Programs, Mental Health, \*Paramedical Occupations, Program Design, Program Improvement, \*Psychiatric Aides, \*Training

Identifiers—\*Mental Health Technicians

Founded in 1971, the program was designed to allow Indian Health Service (IHS) trainees to take as little or as much training as they needed to fill their agency's requirements and their own career ambitions. A full complement of courses leading to an associate degree in Mental Health Technology was developed for the Center and accredited through Central Arizona College. After encountering various problems, the program was altered to capitalize on the skills common to all effective direct service workers, but varied enough in content to satisfy field specialties. The Center's staff also became more responsive to field requests for brief programs serving immediate field needs and worked closer with specific agencies in the field. This report summarizes the program's beginning and re-orientation.

tion, the status of mental health technicians in fiscal year 1975, and the Human Services movement at large. Appended are two articles on mental health technician training and the American Indian, and the roles and future training needs of such technicians in the IHS; a curriculum plan for mental health technician training; a synopsis of the Desert Willow Training Center program; a proposal for the program's modification and expansion; the Human Services orientation and guidelines for certification; outlines for courses on Human Services and applied psychology with emphasis on counseling skills; a list of program activities for fiscal year 1975 and 1976; and a sample of an organizational development workshop outline and follow-up. (NQ)

**ED 154 977** RC 010 548  
Guidelines for Gathering Cross-Cultural Information.

Public Health Service (DHEW), Washington, D.C. Div. of Indian Health.

Pub Date Apr 70

Note—15p.; Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*American Indians, Communication Problems, Community Attitudes, \*Community Surveys, \*Cross Cultural Studies, Cultural Differences, \*Data Collection, Field Interviews, \*Guidelines, Health Services, Interviews, Personnel Selection

The planning, implementation, and evaluation of a comprehensive health program creates a continuing demand for concise and accurate information of many types. The major source of some of the most pertinent information is the American Indian people, the recipients of health services. Gathering the required information is complicated by communication barriers produced by cultural differences. However, a group's culture will be expressed by several patterns of behavior. When observed, or brought out by survey and interview, they may appear to be inconsistent. Therefore, an accurate interpretation of the information received requires a knowledge of behavioral patterns and how these patterns are expressed. This guide presents some guidelines for gathering cross-cultural information. Discussed are the field survey and techniques used, a systematic approach to gathering information, information sources, cultural patterns, community attitudes toward providing information, communication barriers, interview preparations, establishment of Tribal and Service Unit support, the project's objective and scope, organization of a field survey, survey staff and functions, selection and training of interviewers, the questionnaire and interview schedule, interview techniques, and the final reporting and interpretation. A 20-item annotated bibliography is appended. (NQ)

**ED 154 978** RC 010 550  
Garza, Leopoldo  
Improving Hispanic Unemployment Data: The Department of Labor's Continuing Obligation. A Report of the United States Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.

Pub Date May 78

Note—42p.; Several pages will not reproduce well due to small print size of original document; Abstract of document in Spanish

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Agency Role, \*Data Collection, Data Processing, Documentation, Employment Statistics, \*Federal Government, \*Federal Legislation, Information Dissemination, Mexican Americans, Puerto Ricans, \*Spanish Speaking, \*Unemployment, Unemployment Insurance

Identifiers—\*Department of Labor, Public Law 94-311

The adequacy of the Department of Labor's (DOL) efforts to comply with Public Law 94-311 which directed several of the larger Federal agencies to improve their collection, analysis and publication of Hispanic statistics in such areas as decennial censuses, vital statistics, and unemployment data was evaluated. Data were gathered from interviews with Federal officials, demographers, economists, representatives of Hispanic organizations, administrators of employment training programs, and other users of unemployment data. Various documents were also reviewed, including available literature, Govern-

ment publications, DOL correspondence, and congressional hearings. As of January 1978, 18 months after the law's enactment, most of DOL's efforts, which were still in the planning stages, were not adequate to comply fully with the intent of the law. Data indicated that: DOL had not added Hispanic unemployment statistics to its "Handbook of Labor Statistics", a widely used reference work; it had no plans to publish monthly unemployment rates for Hispanics, but planned to continue publishing quarterly and annual data for Hispanics; it did not plan to identify Hispanics in all its detailed unemployment tabulations which identify whites and blacks; its plans to identify the extent of Hispanic unemployment in selected states and local areas did not encompass enough geographic localities to facilitate a close examination of the extent of Hispanic unemployment in states and local areas. DOL's failure to respond may be due in part to the low priority it has assigned to P.L. 94-311. (NQ)

**ED 154 979** 95 RC 010 560  
Rogers, Everett M.  
A Comparison of Agricultural Extension in Five States.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 78

Contract—400-76-0050

Note—93p.; Page 18-19 may not reproduce well due to small print size of original document

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Agricultural Personnel, Community Development, \*Comparative Analysis, Educational Innovation, Extension Agents, \*Extension Education, Financial Support, Interagency Cooperation, \*Organization, Organizational Communication, Program Coordination, Program Descriptions, Program Development, Questionnaires, Resource Allocations, \*Rural Extension, \*State Programs, Urban Areas

Identifiers—California, Colorado, New Mexico, New York, Wisconsin

The nature of the Cooperative Extension Service in agriculture was examined to identify aspects that could be applied to the design of an educational extension service. To learn about the organization, programs, and priorities of Cooperative Extension, employees of the state extension services in California, Colorado, New Mexico, New York, and Wisconsin were interviewed. These states were selected on the basis of geographical distribution and variability on such criteria as population distribution (rural or urban), natural resources, and extension service organizational arrangement. In all but Wisconsin, 6 to 12 people were interviewed, including the state director, a state extension specialist, and county agent in both rural and urban counties. Also interviewed in some states were state-level staff development officials, regional specialists, faculty members at the state college, and paraprofessionals. In Wisconsin, the Chancellor/Vice Provost and the Assistant Chancellor/Director of Cooperative Extension were interviewed. Among the findings were that: in general, the extension service was decentralized and loosely coupled; there was a low degree of Federal control over state- and county-level units; production agriculture was still the central concern of Cooperative Extension; in most states, counties and groups of counties could initiate programs in any area which are especially responsive to local needs and provide an immediate, concrete service, i.e., Community Resource Development, Pesticide Certification, and Expanded Food and Nutrition Program. (NQ)

**ED 154 980** RC 010 565  
Deprez, Paul Lithman, Yngve Georg

Two Papers on Canadian Indians, Education and Economic Development: The Case of Indian Reserves in Canada. [and] The Capitalization of a Traditional Pursuit: The Case of Wild Rice in Manitoba. Center for Settlement Studies, Series 5: Occasional Papers Nos. 5 and 6. Manitoba Univ., Winnipeg. Center for Settlement Studies.

Pub Date Sep 73

Note—124p.; For related documents, see ED 101 921, ED 101 922

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Academic Achievement, Agribusiness, \*Agricultural Production, American Indi-



ans, \*Canada Natives, \*Economic Development, \*Economics, \*Education, Employment Patterns, Field Crops, Foreign Countries, Futures (of Society), Natural Resources, Reservations (Indian)

Identifiers—\*Canada, \*Manitoba

The first paper aims to give a certain relativity to the significance of education and to indicate the limitations of any educational effort. The thinking underlying the current approach to the economic development of native communities and reserves is discussed as well as the implications and consequences of such thinking. It is argued that the success of any educational effort depends on the overall employment situation at the level of the reserve or at any level for that matter. Utilizing the concept of a "natural resource system", which combines the analysis of ecological, economic, and social variables into a coherent framework, the second article delineates the process that changed wild rice from a subsistence staple crop to what will be a heavily capitalized agricultural industry. It is shown that the Indians, who were the original exploiters of this natural resource, have lost more and more of their control over the economic activity, and that this diminishing control is not due to any cultural inequalities on the part of the Indians. Rather it is shown that the Euro-Americans have assumed more and more control over wild rice because of the vast financial institutions which have encouraged this development, from the Hudson's Bay Company in earlier days to major food industries today. It is argued that the "developments" in the wild rice industry are in fact detrimental to the interests of the Indian population, and that the changes in this industry in effect contribute to the development of underdevelopment on Indian reserves. (AUTHOR/NO)

## SE

### ED 154 981 SE 023 737

#### Climates of the World.

National Oceanic and Atmospheric Administration (DOC), Washington, D.C. Environmental Data Service.

Pub Date 72

Note—39p.; Not available in hard copy due to marginal legibility of original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 003-014-00014, \$0.80)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Climatic Factors, Geography, Heat, \*Meteorology, Physical Environment, \*Resource Materials, Science Education, \*Solar Radiation, \*Temperature, Water Resources

The principal features of climates of all the continents are discussed briefly. Worldwide temperatures and precipitation are illustrated by maps. Monthly and annual temperatures and precipitation, including extreme temperatures, are presented in tabular form for approximately 800 stations throughout the world. (Author/CP)

### ED 154 982 SE 023 751

#### Residuals Management and Water Pollution Control Planning.

Environmental Protection Agency, Washington, D.C. Office of Public Affairs.

Pub Date Sep 77

Note—16p.; Photographs may not reproduce well

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Citizen Participation, Environment, \*Federal Legislation, Management Systems, \*Pollution, Public Health, Reference Materials, \*Wastes, \*Water Pollution Control, Water Resources

This pamphlet addresses the problems associated with residuals and water quality especially as it relates to the National Water Pollution Control Program. The types of residuals and appropriate management systems are discussed. Additionally, one section is devoted to the role of citizen participation in developing management programs. (CS)

### ED 154 983 SE 023 782

#### Workbook, Basic Mathematics and Wastewater Processing Calculations.

New York State Dept. of Environmental Conservation, Albany; Onondago County Dept. of Drainage and Sanitation, Syracuse, N.Y.

Spons Agency—Environmental Protection Agency, Washington, D.C.

Pub Date 75

Note—208p.; Contains occasional light type

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Environment, \*Environmental Technicians, \*Individualized Instruction, Job Skills, \*Mathematical Applications, \*Pollution, Post Secondary Education, Sanitation, Waste Disposal, \*Water Pollution Control

This workbook serves as a self-learning guide to basic mathematics and treatment plant calculations and also as a reference and source book for the mathematics of sewage treatment and processing. In addition to basic mathematics, the workbook discusses processing and process control, laboratory calculations and efficiency calculations necessary in all steps of sewage treatment plant operations. The appendix includes tables of English and metric measurements, processing and dimensional formulas, and a problem answer key. (CS)

### ED 154 984 SE 023 895

#### Controlling Household Pests. Home and Garden Bulletin No. 96.

Department of Agriculture, Washington, D.C.

Pub Date Mar 76

Note—33p.; Photographs may not reproduce well Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 001-000-03468-5, \$0.45)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Biological Sciences, Biology, \*Entomology, \*Health, Health Education, Homemaking Education, Homemaking Skills, Insecticides, \*Pesticides, \*Reference Materials, Science Education

Reviewed are good housekeeping practices for eliminating and preventing the return of common household pests. Each category of pest is described individually including a description of their habits, the damage they do, and approved methods of control. (SL)

### ED 154 985 SE 023 949

Zausner, Eric R.

#### An Accounting System for Solid Waste Management in Small Communities.

Environmental Protection Agency, Washington, D.C. Solid Waste Management Office.

Report No—EPA-SW-28-ts

Pub Date 71

Note—26p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 5502-0021, \$0.30)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Accounting, \*Community Services, Environment, \*Management Systems, Municipalities, Pollution, \*Post Secondary Education, Reference Materials, \*Sanitation, Wastes

This pamphlet provides a guide to the type and quantity of information to be collected for effective solid waste management in small communities. It is directed at municipal or private personnel involved in the operation and ownership of management facilities. Sample activity reports are included for reference. (CS)

### ED 154 986 SE 023 989

Hershey, John T. And Others

#### A Curriculum Activities Guide to Water Pollution and Environmental Studies: Activities. Appendices, Volume 1 and Volume 2.

Spons Agency—Environmental Protection Agency, Washington, D.C. Office of Water Programs; Ford Foundation, New York, N.Y.

Pub Date 72

Grant—1T1-WP-41-01

Note—490p.; For related document, see ED 045 380; Contains occasional light and broken type Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.25)

EDRS Price MF-\$1.00 HC-\$26.11 Plus Postage.

Descriptors—\*Curriculum Guides, Ecology, \*Environmental Education, \*Instructional Materials, Natural Resources, Outdoor Education, Pollution, \*Secondary Education, \*Water Resources

This activity oriented guide is divided into four sections dealing with the Hydrologic Cycle; Human Activities; Ecological Perspectives; and Social and Political Factors. Each activity contains seven parts: (1) an introduction; (2) questions about the activity; (3) necessary equipment; (4) procedures; (5) results obtained by using the study; (6) limitations and problems encountered with the activity; and (7) an annotated bibliography. The appendices include a discussion of water quality parameters, aids to implementation, suggestions regarding limitations, suggestions for evaluation, a bibliography, a water pollution and environmental glossary, and comments about laboratory and field safety. (CS)

### ED 154 987 SE 024 063

Ellis, Susanne D.

#### Employment Survey 1976. AIP Report.

American Inst. of Physics, New York, N.Y. Education and Manpower Div.

Report No—AIP-R-282

Pub Date Dec 77

Note—7p.

Available from—American Inst. of Physics, 335 East 45 St., New York, N.Y. 10017 (no price quoted)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Astronomy, \*Employment, Employment Level, Employment Trends, \*Job Market, Job Placement, \*Physics, \*Science Careers, Science Education, \*Surveys

This document presents the summary results of the 1976 employment survey of physics and astronomy graduates of the class of 1975-76 as conducted by the American Institute of Physics (AIP). Data presented include employment status 6-18 months after graduation; background characteristics of doctoral, master's and bachelor's level physicists; time spent seeking employment; work activity and type of dissertation; and, employment relationship to physics. (SL)

### ED 154 988 SE 024 090

Schlenker, Richard M.

#### A Laboratory Exercise in Physics: Determining the Resistance of Single Resistors and Series and Parallel Combinations of Resistance.

Pub Date Oct 77

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Electricity, \*Instructional Materials, \*Laboratory Experiments, Laboratory Procedures, \*Physics, Science Activities, Science Education, \*Science Units, Secondary Education, \*Secondary School Science, Units of Study

Presented is a secondary level physics unit which introduces students to electrical resistance in series and parallel combinations, use of the voltmeter and ammeter, wiring simple circuits, and writing scientific reports. (SL)

### ED 154 989 SE 024 105

Infeld, Leopold

#### Whom the Gods Love: The Story of Evariste Galois.

National Council of Teachers of Mathematics, Inc., Reston, Va.

Pub Date 78

Note—323p.

Available from—National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091 (\$9.78 members, \$8.80 non-members; Discounts on quantity orders; Orders totaling \$20.00 or less must be accompanied by payment)

Document Not Available from EDRS.

Descriptors—\*Biographies, Enrichment, \*History, Literature, \*Mathematical Enrichment, \*Mathematicians, Mathematics Education

Identifiers—\*Evariste Galois, \*France, National Council of Teachers of Mathematics

A fictional biography unfolds the story of Evariste Galois, a staunch French Republican and brilliant mathematician of the nineteenth century. A biographical sketch of the author, Leopold Infeld, is also included. (MN)

### ED 154 990 SE 024 112

#### Science Indicators, 1976: Report of the National Science Board.

National Science Foundation, Washington, D.C. National Science Board.

Pub Date 77

Note—316p.; For related documents, see ED 084 150 and ED 121 597; Not available in hard copy due to numerous shaded pages, charts and graphs

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00341-1, \$4.75)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Annual Reports, Development, Research, \*Scientific Enterprise, \*Scientific Personnel, \*Scientific Research, \*State of the Art Reviews, \*Technological Advancement, Technology

**Identifiers—**National Science Board, \*Science Indicators

This ninth annual report of the National Science Board presents the third assessment of the state of science in the United States. The assessment includes reports on the status and health of science including national resources and manpower. Indicators reviewed in the report include: international science and technology, resources for research and development, resources for basic research, industrial research and development and innovation, science and engineering personnel, and public attitude toward science and technology. Most indices are presented in graphical form. Numerical data tables are included in an appendix. (SL)

**ED 154 991 SE 024 114**

Giefer, Gerald J.

**Sources of Information in Water Resources: An Annotated Guide to Printed Materials.**

Water Information Center, Inc., Port Washington, N.Y.

Pub Date 76

Note—290p.

Available from—Water Information Center, Inc., 14 Vandewater Avenue, Port Washington, New York 11050 (no price quoted)

**Document Not Available from EDRS.**

**Descriptors—**\*Annotated Bibliographies, Biology, \*Ecology, Educational Programs, \*Environment, \*Environmental Influences, Marine Biology, Natural Resources, Pollution, Water Pollution Control, \*Water Resources

This guide cites and annotates over 1100 titles found useful for reference purposes in the water resources field. In addition to a core of titles familiar to hydrologists, titles are included from those allied fields which cover certain aspects of water. The emphasis is on the literature of the United States and in general covers the period from 1960 to present. The literature is arranged into the following categories: general works; nature of water; management and protection; water resources planning; and engineering works. Within the subdivisions of these categories, reference works have been arranged by: guides and manuals; bibliographies; indexes and abstract journals; encyclopedias; dictionaries; publication lists; handbooks; directories; and data compilations. (CS)

**ED 154 992 SE 024 179**

Ries, S. M. And Others

**Pest Control and Related Orchard Practices in Commercial Fruit Plantings. Circular 1151.**

Illinois Univ., Urbana. Cooperative Extension Service.

Pub Date Jan 78

Note—53p.; Contains occasional small print

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—**\*Agricultural Education, \*Agriculture, Environment, \*Field Crops, Herbicides, Insecticides, \*Instructional Materials, \*Pesticides, Pollution, Rodenticides

**Identifiers—**\*Fruits, \*Orchards

This circular brings together suggestions from the Illinois Agricultural Experiment Station and the Illinois State Natural History Survey relating to orchard practices and pest control. It provides some basic steps in pest control and discusses some specific orchard pests such as grasshoppers, mites, mice, and rabbits. In addition, it gives some tips on using pesticides for pests on apples, peaches, nectarines, apricots, plums, cherries, and pears. Finally, general management practices such as tree nutrition, thinning peaches, and advancing apple maturity, and orchard chemical formulations are discussed. (BB)

**ED 154 993 SE 024 181**

Tubb, Gary W. Ed.

**A Compendium: Manual for Graduate Teaching Assistants in Mathematics.**

Pub Date [72]

Note—28p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**Bibliographies, \*College Mathematics, \*Graduate Students, Guidelines, Higher Education, \*Instruction, Manuals, Mathematics Teachers, \*Teacher Education, \*Teaching Assistants, Teaching Methods

This manual is a collection of analects from seven university manuals for indoctrinating graduate assistants in the teaching of undergraduate mathematics courses. Topics and exercises deal with class conduct, record keeping, chalkboard techniques, homework, test construction, question strategies, attitude, and Polya's ten commandments. Included are fifty-one selected references classified according to method, learning environment, content, problem-solving, teaching and research, and careers in mathematics. (Author/MN)

**ED 154 994 SE 024 182**

Borelli, Michael L.

**Comprehensive Metric Education Project: Implementing Metrics at a District Level Administrative Guide.**

Pub Date [77]

Note—19p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Administration, Administrative Change, \*Administrator Guides, \*Curriculum Development, \*Elementary Secondary Education, Guidelines, Instructional Materials, Mathematics Education, \*Measurement, \*Metric System, Regional Planning, \*Staff Improvement

This document details the administrative issues associated with guiding a school district through its metrication efforts. Issues regarding staff development, curriculum development, and the acquisition of instructional resources are considered. Alternative solutions are offered. Finally, an overall implementation strategy is discussed with specific recommendations and supporting rationale presented. An implementation time line extending over three to five years is included. (Author/MN)

**ED 154 995 SE 024 183**

Pederson, Clara A., Ed.

**Insights: Into Open Education, Volume 10, Number 1, September 1977.**

North Dakota Univ., Grand Forks. Center for Teaching and Learning.

Pub Date Sep 77

Note—14p.; Not available in hard copy due to marginal legibility of original document

Available from—Insights, Center for Teaching and Learning, Corwin Hall, University of North Dakota, Grand Forks, North Dakota 58202 (annual subscription \$3.50)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Activity Units, Educational Games, \*Elementary Education, Elementary School Mathematics, \*Instructional Materials, Logic, \*Logical Thinking, Manipulative Materials, \*Mathematics Education, Resource Materials

This newsletter, published eight times during the academic year, is intended for elementary teachers interested in open education. The newsletter includes descriptions of actual classroom projects, discussions of teaching techniques, and sources of curriculum and instructional materials. This issue contains a description of several sets of logic materials and a sequenced series of activities for use with the materials. A rationale for this use is given at the end of the article. (MN)

**ED 154 996 SE 024 209**

Posthuma, Fredrick E., Ed.

**Energy and Education: Teaching Alternatives.**

National Education Association, Washington, D.C.

Pub Date 78

Note—142p.; Not available in hard copy due to copyright restrictions

Available from—National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock No., paper 1492-8-00, no price quoted)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Activity Units, \*Conservation Education, Energy, \*Energy Conservation, \*Environmental Education, \*Experiential Learning, Interdisciplinary Approach, Lesson Plans, Natural Resources, \*Science Activities, Simulation

**Identifiers—**\*Energy Education, National Education Association

This publication is a collection of energy education articles for the classroom teacher. Most of these articles suggest energy education activities and projects that may be used as is or modified to fit classroom conditions. Two energy mini-units are included as well as a collection of energy lesson plans. Contents include: (1) Teaching About the Nuclear Power Controversy by Simulation; (2) Our School-Made Solar Project; (3) Six Ways to Reduce Energy Consumption; (4) Leisure and the Energy Crisis; (5) Some Guidelines for Energy Programs; (6) Energy Teaching Centers; (7) Which Source of Energy is Best for Heating My Community?; (8) Energy and Its Natural Sources; and (9) Energy Resource List. Many of the articles also include student or teacher resource lists as well as activity suggestions and informative texts. A rationale for energy education is presented in the first article. Brief descriptions of each article are also included. (CS)

**ED 154 997 SE 024 221**

Jackson, W. B., Ed. Marsh, R. E., Ed.

**Test Methods for Vertebrate Pest Control and Management Materials. A Symposium Sponsored by ASTM Committee E-35 on Pesticides, American Society for Testing and Materials, Monterey, California, March 8, 1976.**

American Society for Testing and Materials, Philadelphia, Pa.

Report No.—ASTM-STP-625

Pub Date 77

Note—258p.

Available from—American Society for Testing and Materials, 1916 Race Street, Philadelphia, Pa 19103 (Order No. 04-625000-48, \$26.00)

**Document Not Available from EDRS.**

**Descriptors—**Agriculture, \*Animal Science, \*Disease Control, Ecology, Environment, \*Evaluation Methods, \*Pesticides, Public Health, \*Rodenticides, Science Education, Symposia, Technical Reports

**Identifiers—**Pest Control, \*Vertebrate Pest Control

The first symposium on "Test Methods for Vertebrate Pest Management" was held in March, 1976. Much of the thrust was toward explaining and defining the "state of the art." Concerns included rodents and rabbits, predators, scavengers, and large game animals, and a variety of bird species. Environments were as restricted as a laboratory cage or pen or as open as rangeland or a forest tract. Areas of consideration ranged from concepts (such as aversive conditioning) basic to the development and evaluation of behavioral tools to lab, pen, and field procedures for efficacy evaluation of toxicants and repellents and to criteria for public health decisions. (Author/BB)

**ED 154 998 SE 024 222**

Rudd, Robert L.

**Environmental Toxicology: A Guide to Information Sources. Volume 7 in the "Man and the Environment Information Guide" Series.**

Gale Research Co., Detroit, Mich.

Pub Date 77

Note—266p.

Available from—Gale Research Company, Book Tower, Detroit, Michigan 48226 (no price quoted)

**Document Not Available from EDRS.**

**Descriptors—**Air Pollution Control, \*Annotated Bibliographies, Chemistry, \*Ecology, \*Environment, Organic Chemistry, \*Pesticides, \*Pollution, Science Education, Water Pollution Control

**Identifiers—**\*Toxicology

This annotated bibliography on environmental toxicology brings together a diverse set of information sources from the physical, social, and natural sciences. These sources include periodical literature, government documents, scientific journals, and teaching materials. The volume is divided into sixteen sections organized into four parts: (1) general sources; (2) intentional environmental pollution; (3) unintentional environmental pollution; and (4) special aspects. Appended are lists of abbreviations and terms, and common and chemical names along with an author and subject index. (BB)

**ED 154 999 SE 024 223**

Beaver, David And Others

**Energy Activities for Junior High Science.**

Minnesota State Dept. of Education, St. Paul;

Minnesota State Energy Agency, St. Paul.

Pub Date Apr 77

Note—24p.; Not available in hard copy due to colored pages throughout entire document  
**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Cognitive Processes, Energy, \*Energy Conservation, \*Environmental Education, \*Inquiry Training, \*Junior High School Students, \*Science Activities, Science Education, Secondary Education, Skill Development

This document is a collection of six energy education activities for junior high school science. Its purpose is to help promote knowledge about energy, provide laboratory experiences, provoke inquiry, and relate energy to society through the science curriculum. The six activities are designed to take one to three class periods. Two of the activities have activity options included. Each activity provides some background information, an activity description including a materials list, evaluation questions, and a resources list. Several activities also include student worksheets. Activity titles are: (1) Star Power; (2) Energy: What(t) Is It?; (3) Rube's In(nova)tion; (4) Killerwatts; (5) Sc/avenging Energy; and (6) What If...? The skills that the activities are intended to teach include hypothesis formation, collecting and analyzing data, observation and inference, decision making, chart and table reading, and the application of science to other areas of life. (MR)

**ED 155 000** SE 024 224  
 White, Edwin P.

**Curriculum Theory: Applications for Developing Elementary Science Programs.**

Pub Date 78  
 Note—22p.; Paper Presented at the National Conference for the Association for Supervision and Curriculum Development (San Francisco, California, March 3-8, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Curriculum Development, \*Curriculum Planning, Curriculum Problems, Educational Innovation, Educational Objectives, Elementary Education, \*Elementary School Science, Instruction, Objectives, Science Education, \*Science Programs

This paper discusses the relationship between the elementary science curriculum and curriculum development, and the actual elementary science program that is taught in the school. The roles of curriculum theory, instruction, curriculum statements, goals, and science program objectives are all reviewed. (SL)

**ED 155 001** SE 024 226  
 Basic Sewage Treatment Operation.

Ontario Ministry of the Environment, Toronto.  
 Pub Date Nov 76

Note—247p.; For related documents, see SE 024 227-233; Not available in hard copy due to copyright restrictions; Contains colored pages which may not reproduce well

Available from—Publications Centre, Ontario Ministry of Government Services, 880 Bay St., 5th Floor, Toronto, Ontario, Canada M7A 1N8 (\$2.00; Orders must be accompanied by check or money order payable to "The Treasurer of Ontario")

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Behavioral Objectives, \*Environmental Education, Environmental Technicians, Job Skills, \*Pollution, Safety, Sampling, Waste Disposal, \*Water Pollution Control, \*Workshops

Identifiers—Ontario  
 This manual was developed for use at workshops designed to introduce operators to the fundamentals of sewage plant operation. The course consists of lecture-discussions and hands-on activities. Each of the lessons has clearly stated behavioral objectives to tell the trainee what he should know or do after completing that topic. Areas covered in this manual include: introduction to sewage treatment, bacteriology, primary treatment, activated sludge process, sampling and record keeping, safety, and selected tests. A glossary of terms is included for reference. (CS)

**ED 155 002** SE 024 227  
 Primary Treatment and Sludge Digestion Workshop.

Ontario Ministry of the Environment, Toronto.  
 Pub Date Sep 77

Note—269p.; For related documents, see SE 024 226-233; Not available in hard copy due to

copyright restrictions; Contains colored pages which may not reproduce well

Available from—Publications Centre, Ontario Ministry of Government Services, 880 Bay St., 5th Floor, Toronto, Ontario, Canada M7A 1N8 (\$2.00; Orders must be accompanied by check or money order payable to "The Treasurer of Ontario")

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Behavioral Objectives, \*Environmental Education, Environmental Technicians, Equipment, Job Skills, \*Pollution, Sampling, Waste Disposal, \*Water Pollution Control, \*Workshops

Identifiers—Ontario  
 This manual was developed for use at workshops designed to upgrade the knowledge of experienced wastewater treatment plant operators. Each of the sixteen lessons has clearly stated behavioral objectives to tell the trainee what he should know or do after completing that topic.

Areas covered in this manual include: sewage characteristics; collection, treatment, and sedimentation; aerobic and anaerobic digestion; sampling and interpretation; monitoring and control; and selected tests. (CS)

**ED 155 003** SE 024 228  
 Activated Sludge Process Workshop Manual.

Ontario Ministry of the Environment, Toronto.  
 Pub Date Jul 76

Note—242p.; For related documents, see SE 024 226-233; Not available in hard copy due to copyright restrictions; Contains colored pages which may not reproduce well

Available from—Publications Centre, Ontario Ministry of Government Services, 880 Bay St., 5th Floor, Toronto, Ontario, Canada M7A 1N8 (\$2.00; Orders must be accompanied by check or money order payable to "The Treasurer of Ontario")

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Behavioral Objectives, Chemistry, \*Environmental Education, Environmental Technicians, Job Skills, \*Pollution, Waste Disposal, \*Water Pollution Control, \*Workshops

Identifiers—Activated Sludge, Ontario

This manual was developed for use at workshops designed to upgrade the knowledge of experienced wastewater treatment plant operators. Each of the lessons in this document has clearly stated behavioral objectives to tell the trainee what he should know or do after completing that topic. Areas covered in this manual include: types and factors affecting activated sludge processes, identification and solution of operating problems, selected tests and measurements, and chemical determinations. A glossary of terms is included for reference. (CS)

**ED 155 004** SE 024 229  
 Basic Gas Chlorination Workshop Manual.

Ontario Ministry of the Environment, Toronto.  
 Pub Date Jun 77

Note—179p.; For related documents, see SE 024 226-233; Not available in hard copy due to copyright restrictions; Contains colored pages which may not reproduce well

Available from—Publications Centre, Ontario Ministry of Government Services, 880 Bay St., 5th Floor, Toronto, Ontario, Canada M7A 1N8 (\$2.00; Orders must be accompanied by check or money order payable to "The Treasurer of Ontario")

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Behavioral Objectives, \*Environmental Education, Environmental Technicians, Equipment Maintenance, Job Skills, \*Pollution, Safety, \*Water Pollution Control, Water Resources, \*Workshops

Identifiers—Gas Chlorination, Ontario

This manual was developed for use at workshops designed to introduce treatment plant operators to the safe operation and maintenance of gas chlorination systems employing the variable vacuum gas chlorinator. Each of the lessons in this document has clearly stated behavioral objectives to tell the trainee what he should know or do after completing that topic. Areas covered in this manual include: chlorination theory and equipment, system operations, and chemical testing procedures. A glossary of terms is included for reference. (CS)

**ED 155 005** SE 024 230

**Pump Operation Workshop.**  
 Ontario Ministry of the Environment, Toronto.

Pub Date Sep 77  
 Note—157p.; For related documents, see SE 024 226-233; Not available in hard copy due to copyright restrictions; Contains colored pages which may not reproduce well

Available from—Publications Centre, Ontario Ministry of Government Services, 880 Bay St., 5th Floor, Toronto, Ontario, Canada M7A 1N8 (\$2.00; Orders must be accompanied by check or money order payable to "The Treasurer of Ontario")

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Behavioral Objectives, \*Environmental Education, Environmental Technicians, \*Equipment Maintenance, Job Skills, Safety, Water Pollution Control, \*Workshops

Identifiers—Ontario, Pumps

This manual was developed for use at workshops designed as an extension of training for water and wastewater treatment personnel. The course consists of lecture-discussions and hands-on activities. Each of the lessons in this document has clearly stated behavioral objectives to tell the trainee what he should know or do after completing that topic. Areas covered in this manual include: pump system characteristics, types of pumps, pump controls, valves, motors, and safety. A glossary of terms is included for reference. (CS)

**ED 155 006** SE 024 231  
 Preventive Maintenance Workshop.

Ontario Ministry of the Environment, Toronto.  
 Pub Date Jan 77

Note—236p.; For related documents, see SE 024 226-233; Not available in hard copy due to copyright restrictions; Contains colored pages which may not reproduce well

Available from—Publications Centre, Ontario Ministry of Government Services, 880 Bay St., 5th Floor, Toronto, Ontario, Canada M7A 1N8 (\$2.00; Orders must be accompanied by check or money order payable to "The Treasurer of Ontario")

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Behavioral Objectives, \*Environmental Education, Environmental Technicians, \*Equipment Maintenance, Hand Tools, Job Skills, \*Pollution, Water Pollution Control, \*Workshops

Identifiers—Ontario

This manual was developed for use at workshops designed to upgrade the knowledge of experienced water and wastewater treatment plant operators. The course consists of lecture-discussions and hands-on activities. Each of the lessons has clearly stated behavioral objectives to tell the trainee what he should know or do after completing a topic. Areas covered in this manual include: hand tools and their uses, drawings and equipment manuals, maintenance of piping and valves, lubrication, bearings, alignment, pump maintenance, packing and seals. (CS)

**ED 155 007** SE 024 232  
 Basic Water Treatment Operation.

Ontario Ministry of the Environment, Toronto.  
 Pub Date Jun 76

Note—299p.; For related documents, see SE 024 226-233; Not available in hard copy due to copyright restrictions; Contains colored pages which may not reproduce well

Available from—Publications Centre, Ontario Ministry of Government Services, 880 Bay St., 5th Floor, Toronto, Ontario, Canada M7A 1N8 (\$2.00; Orders must be accompanied by check or money order payable to "The Treasurer of Ontario")

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Behavioral Objectives, Chemistry, \*Environmental Education, Environmental Technicians, Job Skills, \*Pollution, Safety, Waste Disposal, \*Water Pollution Control, \*Workshops

Identifiers—Ontario

This manual was developed for use at workshops designed to introduce the fundamentals of water treatment plant operations. The course consists of lecture-discussions and hands-on activities. Each of the fourteen lessons in this



document has clearly stated behavioral objectives to tell the trainee what he should know or do after completing that topic. Areas covered in this manual include: water bacteriology, ground water supplies, water filtration, chlorination, records, safety, and selected tests. A glossary of terms is included for reference. (CS)

**ED 155 008** SE 024 233  
Surface Water Treatment Workshop Manual.

Ontario Ministry of the Environment, Toronto.  
Pub Date Aug 76

Note—291p.; For related documents, see SE 024 226-232; Not available in hard copy due to copyright restrictions; Contains colored pages which may not reproduce well

Available from—Publications Centre, Ontario Ministry of Government Services, 880 Bay St., 5th Floor, Toronto, Ontario, Canada M7A 1N8 (\$2.00; Orders must be accompanied by check or money order payable to "The Treasurer of Ontario")

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Behavioral Objectives, Chemistry, \*Environmental Education, Environmental Technicians, Job Skills, \*Pollution, Waste Disposal, \*Water Pollution Control, \*Workshops

Identifiers—Ontario

This manual was developed for use at workshops designed to increase the knowledge of experienced water treatment plant operators. Each of the fourteen lessons in this document has clearly stated behavioral objectives to tell the trainee what he should know or do after completing that topic. Areas covered in this manual include: basic water chemistry, coagulation, taste and odor, filtration, chemicals and treatment, and selected tests. A glossary of terms is included for reference. (CS)

**ED 155 009** SE 024 234  
Hendel, Darwin D.

Evaluation of Mathematics Anxiety Programs.  
Pub Date Aug 77

Note—22p.; Paper Presented at the annual meeting of the American Psychological Association (85th, San Francisco, California, August 26-30, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*College Mathematics, \*Educational Programs, \*Educational Research, \*Evaluation, \*Females, Higher Education, Mathematics Education, Student Behavior, Student Problems

Identifiers—American Psychological Association, \*Mathematics Anxiety

This paper, presented at the eighty-fifth Annual Convention of the American Psychological Association, examines the potential contribution of systematic evaluation of mathematics anxiety programs, outlines some important considerations in evaluating these programs, and presents illustrative data concerning the effectiveness of various components of a mathematics anxiety program designed especially for adult women who are returning to college. The initial pool of subjects for the study were the sixty-nine females participating in the Mathematics Anxiety Program (only two males participated). The program consisted of a diagnostic clinic, special mathematics instruction, and a support group. Results suggested that the most effective intervention strategy may be one which deals with the affective component and another which focuses on the cognitive aspect of the problem. (MN)

**ED 155 010** SE 024 239  
Schlenker, Richard M.

An Introduction to the Fundamentals of Chemistry for the Marine Engineer - An Audio-Tutorial Correspondence Course (CH-IC).

Pub Date Jun 78

Note—18p.; For related document, see ED 148 620

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Chemical Reactions, \*Chemistry, \*Engineering Education, \*Instructional Materials, Marine Biology, Oceanology, \*Science Courses, Science Education, Science Units, \*Study Guides

This document provides a study guide for a three-credit-hour fundamentals of chemistry course for marine engineer majors. The course is composed of 17 minicourses including: chemical reactions, atomic theory, solutions, corrosion, organic chemistry, water pollution, metric system,

and remedial mathematics skills. Course grading, objectives, administration, sample exam, and minicourse outlines are included. (SL)

**ED 155 011** SE 024 257  
Schlenker, Richard

CH 1 Introduction to Chemistry. Study Guide to Minicourse I - 13 Chemical Reaction Principles.

Pub Date [78]

Note—22p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Chemical Equilibrium, \*Chemical Reactions, \*Chemistry, \*College Science, Higher Education, \*Individualized Instruction, \*Instruction, Science Education, \*Short Courses, Study Guides

Provided is a study guide for an introductory minicourse to the principles of chemical reactions. This written text is designed to accompany a series of audio tapes and 35mm slides which the student studies at his own pace. The course presents chemical kinetics, reaction mechanisms, reaction rates, and equilibrium. (SL)

**ED 155 012** SE 024 259  
Holum, John R.

Topics and Terms in Environmental Problems.

Pub Date 77

Note—729p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

Available from—John Wiley & Sons, Inc., 605 Third Avenue, New York, New York 10016 (\$24.00)

**Document Not Available from EDRS.**

Descriptors—Conservation (Environment), Ecology, \*Energy, \*Environment, \*Glossaries, \*Natural Resources, Pesticides, Pollution, \*Reference Books, \*World Problems

This reference is an expanded glossary of topics and terms currently related to environmental problems. These topics and terms are associated with energy, air pollution, water pollution, wastes, and pesticides. Included are 239 main entries ranging from acaricide to weathering. Each entry briefly describes the topic or term and often presents a discussion of the related issues. In these discussions, an attempt is made to present the different views where controversy exists. (MR)

**ED 155 013** SE 024 261  
Schwing, Carl M.

A Guide for Developing Standard Operating Job Procedures for the Sludge Thickening Process Wastewater Treatment Facility. SOJP No. 9.

Charles County Community Coll., La Plata, Md. Spons Agency—Environmental Protection Agency, Washington, D.C. Div. of Manpower Training.

Pub Date May 73

Grant—EPA-900253

Note—45p.; For related documents, see SE 024 262-263 and SE 024 091-097; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Guides, Industrial Training, \*Instructional Materials, \*Job Training, \*Post Secondary Education, Safety, Technical Occupations, Utilities, \*Waste Disposal, Water Pollution Control, Water Resources

Identifiers—\*Sludge, \*Waste Water Treatment

This guide describes standard operating job procedures for the screening and grinding process of wastewater treatment facilities. The objective of this process is the removal of coarse materials from the raw waste stream for the protection of subsequent equipment and processes. The guide gives step-by-step instructions for safety inspection, startup, procedures, continuous operating procedures, and shutdown procedures. (Author/BB)

**ED 155 014** SE 024 262  
Schwing, Carl M.

A Guide for Developing Standard Operating Job Procedures for the Digestion Process Wastewater Treatment Facility. SOJP No. 10.

Charles County Community Coll., La Plata, Md. Spons Agency—Environmental Protection Agency, Washington, D.C. Div. of Manpower Training.

Pub Date May 73

Grant—EPA-900253

Note—49p.; For related documents, see SE 024 261-263 and SE 024 091-097; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Guides, Industrial Training, \*Instructional Materials, \*Job Training, Post Secondary Education, Safety, Utilities, \*Waste Disposal, \*Water Pollution Control, Water Resources

Identifiers—\*Sludge Digestion, \*Waste Water Treatment

This guide describes standard operating job procedures for the digestion process of wastewater treatment facilities. This process is for reducing the volume of sludge to be treated in subsequent units and to reduce the volatile content of sludge. The guide gives step-by-step instructions for pre-startup, startup, continuous operating, shutdown, and preventive maintenance procedures. (BB)

**ED 155 015** SE 024 263  
Schwing, Carl M.

A Guide for Developing Standard Operating Job Procedures for the Sludge Conditioning & Dewatering Process Wastewater Treatment Facility. SOJP No. 11.

Charles County Community Coll., La Plata, Md. Spons Agency—Environmental Protection Agency, Washington, D.C. Div. of Manpower Training.

Pub Date May 73

Grant—EPA-900253

Note—59p.; For related documents, see SE 024 261-262 and SE 024 091-097; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Guides, Industrial Training, \*Instructional Materials, \*Job Training, Post Secondary Education, Safety, Utilities, \*Waste Disposal, \*Water Pollution Control, Water Resources

Identifiers—\*Sludge, \*Waste Water Treatment

This guide describes standard operating job procedures for the sludge conditioning and dewatering process of wastewater treatment facilities. In this process, sludge is treated with chemicals to make the sludge coagulate and give up its water more easily. The treated sludge is then dewatered using a vacuum filter. The guide gives step-by-step instructions for pre-startup, startup, continuous operating, shutdown, and preventive maintenance procedures. (BB)

**ED 155 016** SE 024 268  
The Improvement of Science Instruction in Oklahoma (K-12).

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date 78

Note—85p.; For related documents, see ED 055 788 and ED 065 359; Contains occasional small print in Tables and Charts

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Curriculum Guides, Curriculum Planning, \*Elementary School Science, Elementary Secondary Education, \*Instruction, \*Science Education, \*Secondary School Science

Identifiers—\*Oklahoma

This guide, prepared by the Oklahoma State Department of Education, is designed to assist administrators, their staffs, and science teachers for grades K through 12 to assess and improve their science programs. Topics discussed include: (1) the relationship of science to the total school program, (2) the unity of science, (3) the nature of inquiry, (4) the nature of the learner, (5) a basic philosophy for a science program, (6) purposes of science education, (7) safety, (8) evaluation without tests, (9) developing a science program, and (10) activities that support science education. (SL)

**ED 155 017** SE 024 269  
Elardi, James

Ocean Careers: A Survey of Opportunities and Requirements.

New York Sea Grant Inst., Albany, N.Y.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md.

Pub Date [75]

Note—34p.; Contains occasional broken type

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Annotated Bibliographies, \*Career Education, Career Planning, Employment Trends, \*Films, Guidance Personnel, \*Marine Biology, \*Oceanology, Science Careers, Science Education, Secondary Education, \*Secondary School Students

Intended for use by senior high school students, teachers, and guidance counselors, this document is designed to serve as a reference to those individuals seeking more information on the education and work required in various marine careers. Marine careers are classified into three broad groups: (1) fully qualified professionals, (2) partially qualified assistants, and (3) support personnel. These groups are distinguished by level of training or education and amount of responsibility in marine science work. Detailed examinations at many careers in each of the three groups is presented, along with employment trends in these areas. Training and education needed for employment in these careers is given. An annotated bibliography of both publications and films related to marine career education is included. Even though this publication has some focus on the New York City area, it should be useful to other localities. (MR)

**ED 155 018** SE 024 270  
Jones, Robert M. Steinbrink, John E.

**A Survey of Precollege Energy Education Curriculum at the State Level.**

Houston Univ., Tex. Clear Lake City Branch.  
Pub Date [77]

Note—40p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Curriculum, Curriculum Guides, Elementary School Science, \*Energy, Energy Conservation, \*Environmental Education, \*Instructional Materials, \*Science Education, Secondary School Science, \*State Departments of Education, \*Surveys

This publication includes a survey and descriptions of selected state energy education curriculum materials. The basic tasks of the survey were to determine, (1) if states had systematic energy education programs for their elementary and secondary schools, and (2) if existing curriculum materials met national needs. An instrument to evaluate energy education materials was developed and used. A telephone survey was made of state science curriculum coordinators who did not reply to a mail survey. Generalizations made from survey data include: (1) energy education materials tend to stress technical topics; (2) they often lack consistent core themes and adequate conceptual framework; and (3) they provide little that is useful in developing an alternative energy ethic. Four primary and five more specific secondary recommendations based on survey data and project involvement in energy education are given. The energy curriculum materials of twenty selected states are described and procurement information is included. (MR)

**ED 155 019** SE 024 272  
**Science: Can Education Really Be Thorough and Efficient Without Its A Position Paper.**

New Jersey Science Teachers Association, Inc., Hackensack.

Pub Date 77

Note—9p.; Not available in hard copy due to small print throughout entire document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Curriculum, Curriculum Planning, Educational Legislation, \*Elementary School Science, Elementary Secondary Education, Professional Associations, Science Education, \*Secondary School Science, \*State Legislation  
**Identifiers**—\*New Jersey Science Teachers Association

This paper, prepared by the New Jersey Science Teachers Association (NJSTA), presents the position that for education to be thorough and efficient, it must provide students with education in science. The paper is intended to provide an impetus for change in the laws of New Jersey relating to education. Topics discussed are: (1) Why teach science; and (2) Concerns of science educators relative to a science education program being brought about by state mandate. Thirty recommendations pertaining to all phases and participants in science education, from state to classroom levels, are presented. (SL)

**ED 155 020** SE 024 274  
Hinkle, Lawrence E., Jr., Ed. Loring, William C., Ed.

**The Effect of the Man-Made Environment on Health and Behavior.**

Center for Disease Control (DHEW/PHS), Atlanta, Ga.

Report No.—DHEW-CDC-77-8318

Pub Date [77]

Note—360p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-023-00110-8, \$3.25)

**EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.**

**Descriptors**—Accident Prevention, Communicable Diseases, \*Diseases, \*Environment, Injuries, \*Medical Education, \*Preventive Medicine, \*Public Health, Research, \*Urban Environment

This book presents nine papers reviewing factors in the residential environment which may offer alternative points for intervention to reduce and control disease and injury. Recommendations are presented for further research and for practice of preventive programs for epidemiologists; other health professionals; designers, developers, and managers of residential environments; public recreation professionals; and social workers. (SL)

**ED 155 021** SE 024 276  
**Health Careers in Georgia.**

Georgia State Dept. of Education, Atlanta. Div. of Curriculum Development.

Pub Date 77

Note—38p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Career Education, Health Guides, \*Health Occupations, \*Health Occupations Education, Medical Education, \*Paramedical Occupations, Science Education, \*Vocational Education

**Identifiers**—\*Georgia

This guide gives a brief description, education requirements, and a list of approved schools in Georgia for thirty-eight health occupations. The appendix contains a list of health occupations classified according to career fields such as basic sciences and engineering, or dental services. In addition, lists of secondary schools offering occupational courses and medical or dental proprietary schools, and scholarship, grant, and loan information are given. (BB)

**ED 155 022** SE 024 277  
Skoog, Gerald

**Agree-Disagree Activities for Stimulating Student Analysis of Science Related Issues and Problems.**

Pub Date [78]

Note—9p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Conflict Resolution, \*Debate, \*Instructional Materials, Problem Sets, \*Science Activities, Science Education, Scientific Enterprise, Secondary Education, \*Secondary School Science, Technological Advancement, World Problems

This document discusses the need for agree-disagree, consensus science activities for teaching students skills in resolving differences and arriving at positions acceptable to all members of a group. Three activity sets are included, each containing ten exercises. The sets deal with human problems, life style problems, and problems of scientific technological development. (SL)

**ED 155 023** SE 024 278  
**The British National Health Service: Conversations with Sir George E. Godber.**

Fogarty International Center (DHEW/PHS), Bethesda, Md.

Report No.—NIH-77-1205

Pub Date 76

Note—167p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-053-00060-4, \$1.80)

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

**Descriptors**—Foreign Countries, \*Health Education, Health Occupations, Health Personnel, Health Programs, \*Health Services, \*Medical Education, \*Public Health, Public Health Legislation

**Identifiers**—\*Great Britain

This booklet was prepared to disseminate knowledge of the British National Health System

to provide for improved cooperation between clinicians, health scientists, and health administrators in the United States and the United Kingdom. Included are chapters on: (1) the evolution of the British National Health system; (2) its present status; (3) general practices; (4) the relationship between welfare services and health services; (5) consumer interests; (6) community medicine; (7) health planning; (8) allocations of resources; (9) professional autonomy; and (10) manpower policies. (SL)

**ED 155 024** SE 024 279  
**Mathematics for Junior High School, Pilot Edition, Chapters 1-7.**

Boston Univ., Mass.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Grant—NSF-SED-74-18105

Note—212p.; For related documents, see SE 024 280-283

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**

**Descriptors**—Activity Units, \*Curriculum, Fractions, Geometric Concepts, \*Instructional Materials, \*Junior High Schools, Map Skills, \*Mathematics Materials, Measurement, Number Concepts, Problem Sets, Ratios (Mathematics), \*Secondary School Mathematics, \*Textbooks, Whole Numbers

**Identifiers**—Angles, Area, \*Boston University Mathematics Project

This book contains the first seven chapters of a pilot mathematics sequence for the seventh and eighth grades. The content of the sequence is to serve as a vehicle for the development of relevant computational skills, mathematical reasoning, and geometric perception in three dimensions and is to reflect the application of mathematics to the social and natural sciences. The material is divided into five types of sections: (1) activities by the whole class, small groups, or individuals; (2) short reading sections; (3) questions; (4) sections for the student with a weaker background; and (5) sections for the strongly motivated student. The material in the first seven chapters includes: simplified maps, length—whole numbers and fractions, angles and their measurement, enlarging and reducing, similar figures, reading maps, quotients and ratios, and area. (MN)

**ED 155 025** SE 024 280  
**Mathematics for Junior High School, Pilot Edition, Chapters 8 & 9.**

Boston Univ., Mass.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Grant—NSF-SED-74-18105

Note—34p.; For related documents, see SE 024 279-283

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Activity Units, \*Curriculum, \*Instructional Materials, \*Junior High Schools, \*Mathematics Materials, Percentage, Problem Sets, Sampling, \*Secondary School Mathematics, \*Textbooks

**Identifiers**—\*Boston University Mathematics Project, Indirect Measurement

This book contains the eighth and ninth chapters of a pilot mathematics sequence for the seventh and eighth grades. The content of the sequence is to serve as a vehicle for the development of relevant computational skills, mathematical reasoning, and geometric perception in three dimensions and is to reflect the application of mathematics to the social and natural sciences. The material is divided into five types of sections: (1) activities; (2) short reading sections; (3) questions; (4) sections for the student with a weaker background; and (5) sections for the strongly motivated student. The material in chapters eight and nine includes indirect measurements and sampling. (MN)

**ED 155 026** SE 024 281  
**Mathematics for Junior High School, Pilot Edition, Chapter 10.**

Boston Univ., Mass.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Grant—NSF-SED-74-18105

Note—26p.; For related documents, see SE 024 279-283

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Activity Units, \*Curriculum, Instructional Materials, \*Junior High Schools,

Mathematics Education, \*Mathematics Materials, \*Probability, Problem Sets, \*Secondary School Mathematics, \*Textbooks  
 Identifiers—\*Boston University Mathematics Project, Estimation

This book contains the tenth chapter of a pilot mathematics sequence for the seventh and eighth grades. The content of the sequence is to serve as a vehicle for the development of relevant computational skills, mathematical reasoning, and geometric perception in three dimensions and is to reflect the application of mathematics to the social and natural sciences. The material is divided into five types of sections: (1) activities; (2) short reading sections; (3) questions; (4) sections for the student with a weaker background; and (5) sections for the strongly motivated student. The material in chapter ten includes probable and improbable events. (MN)

**ED 155 027** SE 024 282  
**Mathematics for Junior High School, Pilot Edition, Second Course, Chapters 1-4.**

Boston Univ., Mass.  
 Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 76  
 Grant—NSF-SED-74-18105

Note—110p.; For related documents, see SE 024 279-283

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Activity Units, \*Curriculum, Geometric Concepts, \*Instructional Materials, \*Junior High Schools, \*Mathematics Materials, Number Concepts, Problem Sets, \*Secondary School Mathematics, Solid Geometry, \*Textbooks

Identifiers—\*Boston University Mathematics Project, Exponents, Signed Numbers

This book contains the first four chapters of the second course of a pilot mathematics sequence for the seventh and eighth grades. The content of the sequence is to serve as a vehicle for the development of relevant computational skills, mathematical reasoning, and geometric perception in three dimensions and is to reflect the application of mathematics to the social and natural sciences. The material is divided into five types of sections: (1) activities; (2) short reading sections; (3) questions; (4) sections for the student with a weaker background; and (5) sections for the strongly motivated student. The material in the first four chapters of the second course includes: the cube, volume, powers of ten, and signed numbers. (MN)

**ED 155 028** SE 024 283  
**Mathematics for Junior High School, Pilot Edition, Second Course, Chapters 5 & 6.**

Boston Univ., Mass.  
 Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 76  
 Grant—NSF-SED-74-18105

Note—58p.; For related documents, see SE 024 279-282

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Activity Units, \*Curriculum, Earth Science, \*Instructional Materials, \*Junior High Schools, \*Mathematics Materials, Measurement, Problem Sets, \*Secondary School Mathematics, \*Textbooks

Identifiers—\*Boston University Mathematics Project, Functions (Mathematics), Scientific Notation, Variables (Mathematics)

This book contains the fifth and sixth chapters of the second course of a pilot mathematics sequence for the seventh and eighth grades. The content of the sequence is to serve as a vehicle for the development of relevant computational skills, mathematical reasoning, and geometric perception in three dimensions and is to reflect the application of mathematics to the social and natural sciences. The material is divided into five types of sections: (1) activities; (2) short reading sections; (3) questions; (4) sections for the student with a weaker background; and (5) sections for the strongly motivated student. The material in the fifth and sixth chapters of the second course include: measurement, scientific notation, and variables and functions. (MN)

**ED 155 029** SE 024 285  
**1978 Insect Pest Management Guide: Commercial Vegetable Crops and Greenhouse Vegetables. Circular 897.**

Illinois Univ., Urbana. Coll. of Agriculture; Illinois Univ., Urbana. Cooperative Extension Service.

Pub Date Dec 77

Note—9p.; For related documents, see SE 024 286-287; Not available in hard copy due to colored print throughout entire document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Agricultural Production, \*Entomology, Environment, \*Horticulture, \*Nursery (Horticulture), \*Pesticides, Safety Identifiers—Illinois, Pests

This circular lists suggested uses of insecticides for the control of pests by commercial vegetable farmers. Suggestions are given for selection, dosage and application of insecticides to control pests of cabbage and related crops, beans, cucumbers and other vine crops, tomatoes, potatoes, peppers, corn, and onions. (CS)

**ED 155 030** SE 024 286  
**1978 Insect Pest Management Guide: Field and Forage Crops. Circular 899.**

Illinois Univ., Urbana. Coll. of Agriculture; Illinois Univ., Urbana. Cooperative Extension Service.

Pub Date Dec 77

Note—13p.; For related documents, see SE 024 285-287; Contains small print in charts

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Agricultural Production, \*Entomology, Environment, \*Field Crops, \*Pesticides, Safety

Identifiers—Illinois, Pests

This circular lists suggested uses of insecticides for the control of field crop pests. Suggestions are given for selection, dosage and application of insecticides to control pests in field corn, alfalfa and clover, small grains, soybeans and grain sorghum. (CS)

**ED 155 031** SE 024 287  
**1978 Insect Pest Management Guide: Home, Yard, and Garden. Circular 900.**

Illinois Univ., Urbana. Coll. of Agriculture; Illinois Univ., Urbana. Cooperative Extension Service.

Pub Date Dec 77

Note—9p.; For related documents, see SE 024 285-286; Not available in hard copy due to colored print throughout entire document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Entomology, \*Environment, Home Management, Ornamental Horticulture, \*Pesticides, Safety, Trees

Identifiers—Illinois, Pests

This publication lists certain insecticides to control insect pests of food, fabrics, structures, man and animals, lawns, shrubs, trees, flowers and vegetables. Suggestions are given for selection, dosage and application of insecticides to combat infestation. (CS)

**ED 155 032** SE 024 289  
**Schlenker, Richard M.**

**Introduction to Physics (Electricity and Magnetism) for Students Enrolled in Merchant Marine Related Degree Programs.**

Pub Date Jul 78  
 Note—13p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*College Science, Course Descriptions, Electricity, \*Guides, Higher Education, Magnets, \*Marine Technicians, \*Oceanology, \*Physics, \*Science Courses, Science Education

This document presents the student's guide for an introductory physics course in electricity and magnetism for students in merchant marine and related degree fields. The unit is competency based and contract graded. The guide includes information on course objectives, examinations, an optional paper, laboratory sessions, grading, course content, and the course grade contract. (SL)

**ED 155 033** SE 024 298  
**Lantz, Alma West, Anita S.**

**An Impact Analysis of Sponsored Projects to Increase the Participation of Women in Careers in Science and Technology (Full Report). Final Technical Report.**

Denver Univ., Colo. Research Inst.  
 Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 30 Jan 77  
 Contract—NSF-C-1053

Note—221p.; For related documents, see SE 023 995 and ED 130 840; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Career Opportunities, Careers, Job Market, Minority Role, \*Research, \*Science Careers, \*Scientists, \*Womens Studies, \*Working Women

Identifiers—\*National Science Foundation

This document presents the complete report of the evaluation of eleven experimental projects funded by the National Science Foundation (NSF) in FY 1974-75 to increase the number of women engaged in science-related careers. The report includes a description of the evaluation methods used, difficulties encountered in making the evaluations, the design and synopsis of each project, reports of primary outcomes and materials produced by each project, project costs, comparative assessment of projects, and an overall evaluation with conclusions and recommendations. Recommendations include improving the quality of research in this area, coordinating research activities, continuing experimental activities including specific projects for minority women, and dissemination of developed materials. (SL)

**ED 155 034** SE 024 301  
**Jacobsen, Barry Shurtleff, M. C.**

**1978 Suggested Fungicide Guide: Fungicide Guide for Commercial Vegetable Growers. Circular 999.**

Illinois Univ., Urbana. Coll. of Agriculture; Illinois Univ., Urbana. Cooperative Extension Service.

Pub Date Nov 77

Note—9p.; Contains small print in footnotes

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Agricultural Production, \*Environment, \*Field Crops, \*Pesticides, Safety

Identifiers—Fungicides, Illinois, Pests

This circular lists suggested uses of insecticides and fungicides for the control of pests and disease by commercial vegetable growers. Suggestions are given for selection, dosage and application of fungicides to control infestation in all crops of commercial importance. (CS)

**ED 155 035** SE 024 302  
**Marcovitz, Alan B., Ed.**

**COED Transactions, Vol. IX, No. 12, December 1977. Computer Exercises in Engineering Graphics.**

American Society for Engineering Education, Washington, D.C. Computers in Education Div.

Pub Date Dec 77

Note—39p.  
 Available from—COED Transactions, ASEE, P.O. Box 308, West Long Branch, New Jersey 07764 (no price quoted)

**Document Not Available from EDRS.**

Descriptors—\*College Science, \*Computer Graphics, Computer Programs, Computer Science, \*Computer Science Education, \*Course Descriptions, \*Engineering Education, Higher Education, \*Instruction, Science Courses, Science Education

This document reviews the role of computer graphics in an engineering curriculum, provides a survey of computer graphics in engineering education, and presents the outline of a one semester engineering computer graphics course. Example exercises and tests are included. Course topics include labeling, graph plotting, perspective view generation, and contour mapping methods. (SL)

**ED 155 036** SE 024 303  
**Schneider, Gerald**

**Earth Trek...Explore Your Environment.**  
 Environmental Protection Agency, Washington, D.C. President's Environmental Merit Awards Program.

Report No—EPA-335

Pub Date Oct 77

Note—43p.; Colored drawings may not reproduce well

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 055-000-00170-7; No price quoted)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Activism, Air Pollution Control, \*Environment, \*Environmental Education, \*Instructional Materials, Pesticides, \*Pollution, \*Secondary Education, Wastes, Water Pollution Control

This publication introduces children to water, air, and noise pollution, solid waste disposal, and



pesticide use problems. Several pollution problems are explained and the importance of solving them is stressed. Some concepts such as recycling, closed systems, and environments that are related to pollution problems are also introduced. Each chapter includes introductory questions, a discussion of the problem, a checklist for action, and a situation to analyze. Appendices summarize U.S. Environmental Protection Agency laws, list EPA regional offices, and list some books and films about pollution. A glossary is also included. (MR)

**ED 155 037** SE 024 304

**Environmental Quality - 1977: The Eighth Annual Report of the Council on Environmental Quality.**

Council on Environmental Quality, Washington, D.C.

Pub Date Dec 77

Note—471p.; Contains occasional small print and photographs which may not reproduce well. Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 041-011-00035-1; No price quoted)

**EDRS Price MF-\$0.83 HC-\$24.77 Plus Postage.**

Descriptors—\*Annual Reports, Economics, Energy, \*Environment, \*Federal Government, \*Federal Legislation, Land Use, Natural Resources, \*Pollution

Identifiers—\*Council on Environmental Quality

This eighth annual report considers the state of the environment and new or continuing efforts to improve it. The publication is divided into two chapters. The first chapter summarizes important environmental events of the past year. Events include new legislation, court rulings, major accidents, policy changes, and similar material. The second chapter summarizes conditions and trends. Data are presented and discussed in this section to illustrate improving or degrading environmental conditions. In chapter one, the major sections are pollution, energy, natural resources, human settlements, and NEPA. Under the pollution section, events relating to toxic substances, air, water, solid wastes, and noise pollution are considered separately. In chapter two the major sections are air quality, water quality, environmental health, energy, non-renewable resources, population and human settlements, and economics. Appendices present presidential actions, Council on Environmental Quality projects, and other environmental information of the past year. (MR)

**ED 155 038** SE 024 306

**Vos, Kenneth E.**

**Learning Style and Plausible Reasoning.**

Pub Date 78

Note—14p.; Contains occasional broken type

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Abstract Reasoning, \*Cognitive Style, \*Educational Research, \*Elementary Secondary Education, Individualized Instruction, \*Learning, Logic, Logical Thinking, Mathematics Education

The relationship of particular learning styles and plausible reasoning ability of 110 subjects from 6th, 7th, and 8th grade was examined. Data were compiled on a plausible reasoning test and on a Learning Style Inventory with four sub-scales: (1) Concrete Experience (CE), (2) Reflective Observation (RO), (3) Abstract Conceptualization (AC), and (4) Active Experimentation (AE). The 7th- and 8th-grade subjects had a significantly higher mean score in plausible reasoning than 6th-grade subjects. A strong positive relationship for female subjects and a strong negative relationship for male subjects existed between CE learning style and plausible reasoning ability. A strong positive relationship existed for male subjects between AE learning style and plausible reasoning ability. (Author/MN)

**ED 155 039** SE 024 309

**Beneficial Modifications of the Marine Environment. A Symposium Held March 11, 1968, Washington, D.C.**

National Academy of Sciences - National Research Council, Washington, D.C.

Pub Date 72

Note—116p.

Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Ave., N.W., Washington, D.C. 20418 (Order No. ISBN 0-309-02034-4; No price quoted)

**Document Not Available from EDRS.**

Descriptors—\*Environment, \*Environmental Research, Marine Biology, \*Oceanology, Physical Environment, Science Education, \*Symposia, Technical Reports, \*Water Resources

This volume contains papers presented at a symposium on beneficial modifications of the marine environment held in March, 1968. Included are four papers and accompanying discussions. One paper discusses the reason that the presence or absence of ice on the sea can influence the formation of climate and looks into the following two questions: (1) If the pack ice were removed, would the Arctic Ocean remain an open sea? and (2) What are the possibilities for influencing large-scale climate by influencing the extent of ice on the sea? Another paper deals with the possibility of extracting appreciable quantities of atmospheric moisture by pumping cold bottom water to the surface of the ocean, to provide water for the islands in the Caribbean. The other papers are on water transfers into or between the Great Lakes and on modification of flow in estuaries. (BB)

**ED 155 040** SE 024 310

**Finch, Shari, Ed.**

**Science Books & Films, Volume XIII, Number 4.**

American Association for the Advancement of Science, Washington, D.C.

Pub Date Mar 78

Note—63p.

Available from—Publications Department (Dept. W3), American Association for the Advancement of Science, 1515 Massachusetts Ave., N.W., Washington, D.C. 20005 (\$16.00 per year, \$4.25 single copy)

**Document Not Available from EDRS.**

Descriptors—Bibliographies, \*Book Reviews, Books, \*Childrens Books, Elementary Secondary Education, \*Films, Higher Education, Instructional Aids, \*Mathematics, \*Sciences, \*Social Sciences

This document presents a continuation of the American Association for the Advancement of Science (AAAS) review of science films and books. Each book or film review includes: grade level, recommendation level from "Highly Recommended" to "Not Recommended," bibliographic data, and ordering information. A special section is devoted to children's books. Books and films from a wide range of the sciences, engineering, and the social science fields are reviewed. (SL)

**ED 155 041** SE 024 314

**Federal Scientific and Technical Communication Activities, 1976.**

National Science Foundation, Washington, D.C.

Div. of Science Information.

Report No—NSF-77-64; PB-272-800

Pub Date Oct 77

Note—113p.; For related document, see ED 127 927; Contains small print

Available from—National Technical Information Service, U.S. Dept. of Commerce, 5285 Port Royal Road, Springfield, Virginia 22151 (\$6.50 paper, \$3.00 microfiche)

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Annual Reports, \*Federal Government, Information Centers, \*Information Dissemination, Information Processing, Information Science, \*Information Services, \*Information Systems, Program Descriptions, \*Sciences, Technology

The purpose of this annual report is to provide the managers of scientific and technical information programs with an overview of information related developments in the federal government. Other individuals concerned with information needs of their organizations may also find this publication useful. Descriptions of over 60 programs engaged in various information handling activities are provided. Federal agency scientific and technical information activities listed include those from the Departments of Agriculture, Commerce, Defense, Health, Education and Welfare (HEW), Housing and Urban Development (HUD), Justice, State, Transportation, the Environmental Protection Agency, Government Printing Office, and the Library of Congress. Under each agency, the information processing and dissemination programs of the various bureaus, offices, and administrations are described. A glossary of acronyms, a list of persons associated with the program described, and a general index are appended. (MR)

**ED 155 042** SE 024 315

**Atkins, A. J. And Others**

**Alabama Course of Study: Science. Bulletin 1977. No. 6.**

Alabama State Dept. of Education, Montgomery.

Pub Date Apr 77

Note—451p.; Not available in hard copy due to

marginal reproducibility of original

Available from—Basic Science Section, Alabama State Dept. of Education, 111 Coliseum Boulevard, Montgomery, Alabama 36109 (free single copies while supply lasts)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Curriculum Guides, \*Elementary School Science, Elementary Secondary Education, \*Instruction, Science Education, Science Programs, \*Secondary School Science, \*State Curriculum Guides

Identifiers—\*Alabama

This document presents the Alabama State Department of Education minimum programs for science for grades K through 12. Programs are listed in two sections: K-8 and 9-12. Each listing includes: (1) a brief outline of life science, physical science, and earth science for the grade level, K-8, or for the science course, K-12; and (2) a detailed listing of concepts, desired learning outcomes, and activities. A listing of alternative content areas is also supplied. (SL)

**ED 155 043** SE 024 316

**Lauby, Anne, Ed.**

**Social Sciences in Forestry, A Current Selected Bibliography, No. 45, February 1978.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Forestry and Wildlife Resources.

Pub Date Feb 78

Note—76p.

Available from—Virginia Polytechnic Institute & State University, School of Forestry & Wildlife Resources, Blacksburg, Virginia 24061 (free)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Agriculture, \*Bibliographies, Conservation (Environment), Earth Science, Economics, \*Forestry, Management, Manufacturing, \*Natural Resources, Research, \*Social Sciences, Trees

This document presents a selected bibliography of social sciences in forestry, including economic, historical, sociological, and business aspects. Bibliographies are arranged in five categories: (1) social sciences applied to forestry at large; (2) applied to forest production; (3) applied to forest products; (4) applied to manufacturing; and (5) applied to marketing trade, and demand. Bibliographies include author, source information, publication date, publisher, and volume and page number information if from journals. Included is an appendix of theses and dissertations in progress listed by author, title, university, degree level, and possible completion date. (SL)

**ED 155 044** SE 024 317

**Laboratory Safety Manual for Alabama Schools. Bulletin 1975. No. 20.**

Alabama State Dept. of Education, Montgomery.

Pub Date 75

Note—31p.; Not available in hard copy due to

colored print throughout entire document

Available from—Basic Science Section, Alabama State Department of Education, 111 Coliseum Blvd., Montgomery, Alabama 36109 (free single copies while supply lasts)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Elementary School Science, \*Elementary Secondary Education, \*Guidelines, \*Laboratory Safety, Safety, \*Safety Education, \*Science Education, Science Laboratories, \*Secondary School Science

Identifiers—\*Alabama

This document presents the Alabama State Department of Education guidelines for science laboratory safety, equipment, storage, chemical safety, rocket safety, electrical safety, safety with radioisotopes, and safety with biologicals. Also included is a brief bibliography, a teacher's checklist, a listing of laser facts and regulations, and a listing of Alabama laws relative to safety goggles. (SL)

**ED 155 045** SE 024 320

**IPPF Co-operative Information Service (ICIS). February 1978.**

International Planned Parenthood Federation, London (England).

Pub Date Feb 78

Note—62p.

Available from—International Planned Parenthood Federation, 18-20 Lower Regent Street, London SW1Y 4PW England (Free)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, \*Biographic Citations, \*Family Planning, Information Dissemination, \*Information Services, \*Population Education, Public Health, Reproduction (Biology), \*Resource Materials, World Problems

Identifiers—\*International Planned Parenthood Federation

This publication is a catalogue of document descriptions that may be of use to national family planning/population organizations. The International Planned Parenthood Federation (IPPF) Cooperative Information Service (ICIS) has developed this quarterly series as a service to population documentation centers so that these centers can acquire the important literature particularly useful in population education and training situations. Items in this publication include references and topics under family planning and biomedical science, social sciences related to family planning, education and communications, international organizations and conferences, Africa, Americas, Asia, Europe, Middle East and Oceania. Also included is an author index, a publisher address list, and a profile of an information resource service in Brazil. Complete bibliographic information is given for each entry and a system of cross referencing is used. (MR)

ED 155 046 SE 024 321  
Family Planning Programme Management. IPPF Bibliography Series. February 1978.

International Planned Parenthood Federation, London (England).

Pub Date Feb 78

Note—23p.

Available from—International Planned Parenthood Federation, 18-20 Lower Regent Street, London SW1Y 4PW England (no price quoted)

Document Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, Bibliographic Citations, \*Family Planning, \*Information Dissemination, International Organizations, \*Management, \*Population Education, \*Program Planning, World Problems

Identifiers—\*International Planned Parenthood Federation

This annotated bibliography was compiled in response to a growing need for improved management of family planning and population programs. Entries in this bibliography all pertain to the management of family planning/population education programs. The entries are organized under the headings of family planning program management, managerial methods, program planning and implementation, training, evaluation, and audiovisual materials. A total of 138 document entries and 14 audiovisual entries are given. Complete bibliographic information is given for each entry as well as a brief description of the item. Materials submitted from countries and organizations were selected for applicability beyond the national or local situation of that country or organization. A list of organizations deeply involved in family planning program management is also included. (MR)

ED 155 047 SE 024 325  
Hartman, Eric B., Ed. Morgan, Robert P., Ed.  
Proceedings: Conference on University Education for Technology and Public Policy, December 8-10, 1976.

Washington Univ., St. Louis, Mo. Program in Technology and Human Affairs.

Pub Date 77

Note—146p.

Available from—Department of Technology and Human Affairs, Washington University, Box 1106, St. Louis, Missouri 63130, Attn: Conference Proceedings (\$6.95)

Document Not Available from EDRS.

Descriptors—\*Curriculum Development, Higher Education, \*Human Relations, \*Public Affairs Education, \*Public Policy, Science Education, \*Symposia, \*Technology, Workshops

This conference included a session on emerging curricula related to technology and public policy and a session where speakers from various universities summarized the educational approaches that have been taken. Another session brought together speakers and panelists from

government, industry, and public interest groups to give their views on what type of education in technology and human affairs students should receive. The third major session focused on a research agenda and methodologies. Also included were workshops on various topics and a wrap-up session. (BB)

ED 155 048 SE 024 327  
Energy in Agriculture: Proceedings of a Conference-Workshop, Atlanta, Georgia, October 1-3, 1975.

Southern Regional Education Board, Atlanta, Ga.

Pub Date 75

Note—118p.; Not available in hard copy due to small print throughout entire document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Agricultural Education, \*Agricultural Production, \*Agricultural Trends, Animal Science, \*Conference Reports, \*Educational Needs, \*Energy, Food Service Industry, Research, Workshops

This publication is the proceedings of a conference-workshop held in Atlanta, Georgia in October 1975. At this conference 13 papers were presented on various aspects of energy use in agriculture. Also included are the final reports of the extension, the teaching, and the research workshop groups. Title of papers include Energy in Agriculture and Food, Energy Use in Crop Systems, Energy Utilization in Pest Management, Using Solar Energy in Agriculture, and Energy and the U.S. Food System. Papers discuss such topics as agricultural policy, energy efficiency in agriculture, energy conservation techniques, energy requirements for fertilizer production and distribution, alternative energy sources for agriculture, and energy conservation in food processing industries. Workshop group reports identify areas of extension work, education, and research that are in need of increased emphasis or that would yield better energy conservation results. (MR)

ED 155 049 SE 024 328  
Lindvall, C. Mauritz Ibarra, Cheryl Gibbons  
An Analysis of Incorrect Procedures Used by Primary Grade Pupils in Solving Open Addition and Subtraction Sentences.

Pub Date 78

Note—32p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Addition, \*Educational Research, Elementary Education, \*Elementary School Mathematics, \*Error Patterns, Learning Difficulties, Primary Grades, Reading Difficulty, \*Subtraction

Identifiers—\*Mathematical Sentences, \*Open Sentences

This study involved the extensive testing and interviewing of 102 primary grade pupils, representing a sampling from diverse school environments, to study the capabilities and difficulties evidenced by primary-grade pupils in solving open addition and subtraction sentences. Phase 1 of the study identified the specific incorrect procedures commonly used by pupils in completing such sentences. Since the major incorrect procedures were analyzed as representing difficulties in reading number sentences correctly and with understanding, Phase 2 investigated the importance of (a) reading such sentences and (b) being able to demonstrate their meaning with manipulatives as determiners of ability to solve them. (Author/MN)

ED 155 050 SE 024 332  
Ornamental and Turfgrass Pest Control.  
Arizona Univ., Tucson. Cooperative Extension Service.

Pub Date 76

Note—166p.; Pictures and captions will not reproduce well; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Entomology, \*Environment, \*Equipment Utilization, Federal Legislation, Herbicides, \*Ornamental Horticulture, \*Pesticides, \*Safety, Turf Management, Weeds

Identifiers—Arizona

This guide provides basic information regarding the utilization and application of pesticides. Classifications are given for herbicides, insecticides, fungicides, and fumigants with indications of how each works. Types of application and appropriate

equipment are discussed. Safety to both the applicator and the environment are stressed. A glossary of terms used in pest control is included for reference. (CS)

ED 155 051 SE 024 333  
Yeany, Russell H. And Others  
The Effects of Process Skill Analysis on the Teaching of Data Collecting, Processing and Interpreting.

Pub Date Apr 78

Note—12p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (51st, Toronto, Canada, March 31 - April 2, 1978); Contains occasional light type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*College Science, \*Educational Research, Higher Education, Observation, \*Preservice Education, \*Process Education, \*Science Education, Secondary School Science, \*Teacher Education

Identifiers—Research Reports

This document presents an educational research study conducted with 20 pre-service secondary science teachers to assess the effects of training in the systematic analysis of science processes on their use of strategies for teaching data collecting, processing, and interpreting. The results indicate that teaching behavior can be influenced when subjects are provided with an observation system which allows them to examine the operations and interactions which constitute a lesson. (SL)

ED 155 052 SE 024 334  
Okey, James R. And Others  
A Multi-Phase Research Model for Examining the Acquisition, Use, and Effectiveness of Science Teaching Skills.

Pub Date Apr 78

Note—13p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (51st, Toronto, Canada, March 31 - April 2, 1978); Contains light type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*College Science, \*Educational Research, Higher Education, \*Instruction, \*Models, Preservice Education, \*Research Methodology, \*Science Education, Science Teachers, Teacher Education

Identifiers—Research Reports

This paper presents a two-phase model for conducting research on science teaching skills which incorporates results of studies already completed in teaching skill acquisition and effectiveness. The model is designed to aid the conceptualization, planning, and conduct of research. (SL)

ED 155 053 SE 024 335  
Yeany, Russell H. And Others  
The Effects of Achievement Diagnosis with Feedback on the Science Achievement and Attitude of University Students.

Pub Date Apr 78

Note—18p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (51st, Toronto, Canada, March 31 - April 2, 1978); Contains light type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Achievement, \*Attitudes, \*Biological Sciences, \*College Science, Diagnostic Tests, Educational Research, \*Instruction, Objectives, Preservice Education, \*Science Education, Teacher Education, Testing

Identifiers—Research Reports

This document presents a study involving 75 pre-service teachers enrolled in introductory biology at the University of Georgia to determine if students who are provided with performance objectives and experience immediate feedback diagnostic testing, achieve differently from students who receive performance objectives but who do not experience diagnostic testing. Results indicate no significant differences in student achievement between groups. Recommendations concerning the use of diagnostic organizers are offered. (SL)

ED 155 054 SE 024 336  
Fletcher, Richard K., Jr.  
A Summary of Research Literature Predicting Success in College Chemistry.

Pub Date Nov 77

Note—15p.; Paper presented at the annual meeting of the Tennessee Academy of Science (Tennessee Technological University,

Cookeville, Tennessee, November 1977); Contains occasional light and broken type

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Achievement, \*Chemistry, \*College Science, \*Educational Research, Higher Education, \*Instruction, Prediction, \*Research Reviews (Publications), Science Education, Success Factors

This paper reviews recent summaries of research studies concerned with which indicator(s) best predict success in college chemistry. The conclusions of major studies and summaries are presented and the author's summary conclusions and recommendations are presented. The major findings/recommendations are that findings already completed be effectively synthesized and that ways for utilizing them in university advisement programs be established. (SL)

**ED 155 055** SE 024 337

Fletcher, Richard K., Jr. Ballal, S. K. **Cognitive and Affective Changes of Environmental Education - A Model for Evaluation.**

Pub Date Apr 78

Note—28p; Paper presented at the annual meeting of the National Science Teachers Association (Washington, D.C., April 1978); Contains occasional light type

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Affective Tests, Cognitive Tests, \*Educational Research, \*Environmental Education, \*Evaluation, \*Program Evaluation, Tests

This paper discusses the design and results for the evaluation of an environmental education institute program held at Tennessee Technological University from July 1976 to June 1977. The 26 participants completed pre- and post instruments which included items of both attitudinal and knowledge composition. The goals for the evaluation of the program were: (1) to increase environmental knowledge in selected areas of the participants; (2) to create an awareness of environmental issues and possible solutions; (3) to present interesting sessions; and (4) to develop plans of action. One part of the instrument consisted of 50 cognitive multiple-choice items. Other parts were 25 Likert type items, semantic differential items, and written comments. Data were subjected to F-ratios, t-tests and other statistical procedures. Summary data and statistics are given for test items. Both positive and negative comments from participants are included along with a discussion of selected items. (MR)

**ED 155 056** SE 024 339

Boulanger, F. David **Interaction of Formal Operational Capability and Instructional Feedback Mode.**

Pub Date 78

Note—22p; Paper presented at the annual meeting of the National Association for Research in Science Teaching (51st, Toronto, Canada, March 31 - April 2, 1978); Contains occasional smudged pages which may not reproduce well

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Abstract Reasoning, \*Cognitive Development, \*Educational Research, \*Instruction, \*Problem Solving, Research, Science Education, Science Instruction, Secondary Education, \*Secondary School Science Identifiers—Research Reports

This document reports on an educational research study involving 75 eighth-grade students to determine the effects of problem solving instruction on the ability of students to apply proportional reasoning in problem situations. Results suggest that changes in basic reasoning skills such as proportional reasoning are long term, highly dependent on general formal capabilities, and probably responsive to a variety of instructional modes. (SL)

**ED 155 057** SE 024 341

Schlenker, Richard M. **A Laboratory Exercise in Physics: Determining Single Capacitances and Series and Parallel Combinations of Capacitance.**

Pub Date Oct 77

Note—9p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Electricity, Instruction, \*Laboratory Procedures, \*Physics, Physics Instruction, \*Science Activities, Science Education, Science Experiments, Science Instruction, Secondary Education, \*Secondary School Science

This document presents a series of physics experiments which allow students to determine the value of unknown electrical capacitors. The exercises include both parallel and series connected capacitors. (SL)

**ED 155 058** SE 024 344

Holliday, William G. And Others **Differential Effects of Science Study Questions.**

Pub Date Apr 78

Note—19p; Paper presented at the annual meeting of the National Association for Research in Science Teaching (51st, Toronto, Canada, March 31 - April 2, 1978); Contains occasional light and broken type

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Aptitude, \*Educational Research, Junior High Schools, Predictive Ability (Testing), Science Education, \*Science Tests, Secondary School Science, Testing, \*Textbooks, \*Verbal Ability, Verbal Learning Identifiers—Research Reports

The purpose of this study was to investigate the differential effects on low and high verbal students of verbatim study questions adjunct to a text describing science concepts. The sample consisted of 217 eighth grade students enrolled in twelve Calgary (Alberta, Canada) schools. Materials developed for the study included an introduction to the experiment, a textual description of five fossil categories (ammonites, brachiopods, gastropods, pelecypods, and trilobites), 20 study questions, and a placebo passage for the control group. Students were administered a verbal ability test prior to the presentation of the instructional treatments. Subsequently, the students were randomly assigned to one of three treatment groups: (1) text plus 20 study questions, (2) text plus no study questions, and (3) placebo passage. Later the students were administered an achievement posttest consisting of a visual concept test requiring the students to identify 40 fossil specimens presented in a stratified random fashion. It was found that students who were low verbal performers and who were provided with the text and no study questions scored significantly higher on the posttest than did those low verbal learners who were provided with the text and study questions. Linear regression analysis, using the verbal ability test scores (predictive variable) and the posttest scores (dependent variable) substantiated an ATI-ordinal interaction hypothesis. In addition, the text-plus-20-questions group substantially outperformed the control group. The results of the study suggested that verbatim study questions adjunct to a science text constituted a dysfunctional instructional support system, particularly when given to lower verbal students. In contrast, higher verbal students circumvented or were unaffected by such questions. (Author/SLH)

**ED 155 059** SE 024 351

Crocker, R. K. And Others **Teacher Control, Classroom Behaviors and Pupil Performance in Elementary Science Classes.**

Memorial Univ., St. John's (Newfoundland).

Pub Date 77

Note—311p; Contains occasional light and broken type

**EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.**

Descriptors—\*Classroom Environment, \*Classroom Research, \*Educational Research, Elementary Education, \*Elementary School Science, \*Science Activities, Science Education, Teacher Role, Teaching Styles Identifiers—Research Reports

This document reports on an educational research study addressing problems of classroom dynamics in the elementary level science laboratory. Major aims included identification of student and teacher roles, role departures, and pupil thought processes through pupil behaviors. Results indicate that changes in teacher and pupil roles do not necessarily follow even from drastic changes in setting and that role shifts may occur over time and can ultimately influence outcomes. (SL)

**ED 155 060** SE 024 355

Schlenker, Richard M. **Introduction to Ocean Research (OC-31).**

Pub Date 78

Note—6p; Contains occasional light and broken type

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*College Science, \*Guides, Higher Education, \*Oceanology, Research, \*Research

Methodology, \*Science Courses, Science Education, Science Units, Scientific Research

This document presents the student guide for a course designed to introduce students to oceanographic research techniques. The course combines lecture-demonstration, field trips, and independent study, and is graded based upon a final exam and a student research paper. (SL)

**ED 155 061** SE 024 356

Schlenker, Richard M.

**Investigating Passively Floating and Weakly Swimming Organisms: An Activity for Beginning Marine Education Students.**

Pub Date 78

Note—12p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Biological Sciences, Biology, \*College Science, Course Descriptions, Earth Science, Higher Education, \*Marine Biology, \*Oceanology, Science Education, \*Science Units

This document presents the outline of a marine biology science unit designed to introduce students to the study and collection of plankton. Extensive details on plankton collections and a seven-item quiz are included. (SL)

**ED 155 062** SE 024 357

Schlenker, Richard M.

**Life Between the Grains of Sand: An Introductory Activity for Beginning Marine Education Students.**

Pub Date Jun 78

Note—9p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Biological Sciences, Biology, \*College Science, Earth Science, Higher Education, \*Marine Biology, \*Oceanology, Science Education, \*Science Units

This document presents the outline of a marine biology science unit designed to introduce students to the study and collection of organisms living in the intertidal zone. Details pertaining to the collection of interstitial organisms and a six-item quiz are included. (SL)

**ED 155 063** SE 024 364

**Toward an Action Plan: A Report on the Inter-governmental Conference on Environmental Education. A Paper Developed by the Subcommittee on Environmental Education.**

Department of Health, Education, and Welfare, Washington, D.C.; Federal Interagency Committee on Education, Washington, D.C.

Pub Date Mar 78

Note—40p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01838-1; No price quoted)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Conference Reports, Conferences, Developed Nations, \*Developing Nations, Educational Needs, \*Educational Planning, \*Environmental Education, Intercommunication, \*International Organizations, \*World Problems Identifiers—UNESCO

This is a summary of the proceedings of the recent United Nations intergovernmental conference on environmental education held in Tbilisi, Russia. This report characterizes the attitudes of those who attended regarding environmental education and their preparations and perspectives for the conference. The efforts of UNESCO/UNEP for and during the conference are also described. Sections of the publication include introduction, the intergovernmental conference, pre-conference preparations, the conference sessions, highlights of the recommendations, and two appendices. Appendix A is the accepted final statement of the conference entitled "Declaration of the Tbilisi Intergovernmental Conference on Environmental Education." Appendix B is a summary outline of the 41 conference recommendations. Recommendations involve the role of environmental education, strategies for environmental education development nationally, and international and regional cooperation. The recommendations are intended to provide a baseline for future planning leading to an international plan of action for environmental education. Several recommendations were aimed at the UN/UNEP role in environmental education. (MR)



## ED 155 064 SE 024 367

Champagne, Audrey B. And Others  
**A Classroom Study of the Influence of Science Knowledge Structures on Children's Success in Solving Academic Problems. Draft.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 78

Note—43p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978); Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Educational Research, \*Elementary School Science, Elementary Secondary Education, Geology, \*Individualized Instruction, Instruction, \*Problem Solving, Science Education, Secondary School Science, \*Success Factors

Identifiers—\*Individualized Science, Research Reports

This document reports on an educational research study directed towards identifying components necessary for the design of instructional programs to teach problem solving to students in grades 2-8. Thirty eighth grade students utilizing a geology unit from the Individualized Science (IS) program participated in the pilot study reported here. Results indicate knowledge, the interaction of knowledge and process, and other factors such as the ability to recognize and define terms and the ability to identify relationships among terms contributed to final scores obtained. (SL)

## ED 155 065 SE 024 387

Gow, Doris T.

**A Curriculum Analysis of Individualized Science.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—LRDC-1977/12

Pub Date 77

Note—87p.; Not available in hard copy due to small print throughout entire document; Appendix A (pages 59-64) removed due to copyright restrictions

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Curriculum Evaluation, Educational Research, Elementary Education, \*Elementary School Science, \*Individualized Instruction, \*Individual Study, \*Models, Science Education, Technical Reports

Identifiers—University of Pittsburgh PA

This paper describes and demonstrates an analysis process which uses hierarchy construction procedures. These procedures are used to analyze the individualized science program. In the hierarchy construction process, the instructional materials are the input data. Separate concept, content, and skill analyses are performed across all levels of the course materials and hierarchies of instructional objectives are structured. The final product is a blueprint of the curriculum revealing the underlying design model. (Author/BB)

## ED 155 066 SE 024 388

Champagne, Audrey B. Klopfer, Leo E.

**Criteria for Effective Energy Education.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—LRDC-1977/18

Pub Date 77

Note—89p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Criteria, \*Curriculum Design, \*Curriculum Evaluation, Educational Economics, Educational Research, \*Energy, \*Instructional Materials, \*Media Selection, Models, Program Budgeting, Science Education

This paper outlines a process that can be applied to the analysis or design of instructional programs and materials. The role of values in decision-making is discussed, with special emphasis on decisions concerning energy education. In addition, some criteria are given for effective programs and instructional materials for energy edu-

cation. This paper addresses the needs of three kinds of decision-makers: (1) purchasers of instructional materials and programs; (2) persons responsible for allocating funds; and (3) designers of materials and programs. Extensive lists of questions, comprising a major portion of this paper, represent the means by which the analyzer can glean appropriate information from instructional material and by which the designer and the funder can check to see that specifications for proposed materials are complete. An instructional unit on energy for elementary schools is included as an example of the application of some of the principles discussed. (Author/BB)

## ED 155 067 SE 024 389

Bashook, Philip G. And Others

**Defining a Universe of Expected Competencies: A Methodological Example for Internal Medicine.**

Pub Date Mar 78

Note—16p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Course Content, \*Curriculum Development, Graduate Medical Education, Health Occupations Education, Higher Education, \*Medical Education, \*Medicine, \*Performance Based Education, Science Education

This paper describes a method for defining the universe of competencies expected of a general internist. This was accomplished by defining the nature of the medical practice, describing the internal medicine content in terms of subspecialty divisions and general areas of competence, and defining a format for describing competencies. The format for describing competencies used involved defining six categories of knowledge, skills, and attitudes: (1) knowledge, (2) skills (technical and psychosocial), (3) synthesis, (4) management, (5) research, and (6) education. Included are a number of suggested procedures and examples highlighting how procedures can be incorporated into other curricular efforts. (BB)

## ED 155 068 SE 024 410

Robinson, Floyd G.

**Problem Solving: Creating a Trend Toward a Shared Image.**

Pub Date Mar 78

Note—37p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Curriculum Development, \*Mathematics Education, \*Problem Solving, Productive Thinking, Program Development, \*Scientific Methodology, \*Teaching Skills

This paper outlines the increasing prospects for improving the problem solving component of future mathematics programs. Of particular interest is the development of a viable growth schema for general problem solving strategies and skills. The plan presented here provides for five levels of problem solving sophistication. The main body of the paper is devoted to the description of these levels. Evidence drawn from two projects is used to assess the feasibility of movement from level to level, and to comment on requirements for, and obstacles to, that movement. (BB)

## SO

## ED 155 069 95 SO 010 422

**Your State in the World. Experimental Edition.**

Social Studies Development Center, Bloomington, Ind.

Spons Agency—Council of Chief State School Officers, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date [76]

Note—167p.; Pages 61, 63, 77, 84-5, 108, 137-8, 149-204 of the original document are copyrighted and therefore not available. They are not included in the pagination; Not available in hard copy from EDRS due to variety in type size and ink density of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Business, Community Involvement, \*Community Role, \*Cultural Awareness, Curriculum Development, Economic Factors, Ele-

mentary Secondary Education, Ethnicity, \*Global Approach, Instructional Materials, Learning Activities, Map Skills, Relationship, Skill Development, \*Social Studies, Student Participation, Teaching Methods, \*Units of Study, World Affairs

The goals of the 30 activities in this booklet are to help students become aware and to understand the increasing interdependence of nations in modern society. Three introductory sections explain how the pamphlet can be used by department chairpersons and by state education department personnel, as well as by social studies teachers. For example, department chairpersons might use the activities as in-service training units for teachers. Each activity is self-contained, with objectives, materials, and suggested teaching procedures. They represent a range of levels of difficulty and topics. Students are involved in identifying imported household products, ethnic restaurants in their own town, local business firms involved in foreign trade, and international links of local civic, religious, and service organizations. In other activities, students interview foreign exchange students and immigrants. Several activities explore international problems such as unequal production and consumption of economic products such as coffee and oil. Most of the activities encourage development of student skills in research, map reading, language arts, and interpreting data. Concluding sections explain how to develop additional activities and list sources of information, materials, and services. (AV)

## ED 155 070 SO 010 622

**In Search of Justice.**

American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.

Note—43p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Civil Liberties, \*Constitutional Law, Due Process, Freedom of Speech, Instructional Materials, \*Justice, Laws, \*Legal Education, Secondary Education, Supreme Court Litigation, \*United States History, Voting

This monograph briefly examines justice in the United States as it has evolved historically in four areas: (1) the right to vote; (2) the right to freedom of expression and freedom of the press; (3) the rights of persons accused of crimes; and (4) the right to equal protection under the law. Each area is analyzed. Historical background information and constitutional case studies and their effect are contained in each chapter. The intention of the booklet is not to provide a comprehensive history; rather the booklet offers insights regarding several fundamental principles of a democratic society. (Author/JR)

## ED 155 071 SO 010 659

Bennett, Charles Lenihan, J. Michael

**Process Guide for Student Involvement in Historical Research.**

Scituate School Dist., North Scituate, R.I.

Spons Agency—Rhode Island State Dept. of Education, Providence.

Pub Date 77

Note—24p.; Not available in hard copy from EDRS due to poor reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—American Studies, Community Characteristics, Community Study, Data Analysis, Data Collection, High School Students, \*Historiography, \*Interdisciplinary Approach, Learning Activities, \*Local History, \*Primary Sources, \*Process Education, Program Descriptions, Secondary Education, Social History, State History, Student Interests, \*Student Participation, Student Projects, Teaching Methods, United States History

Identifiers—Rhode Island (Scituate)

The booklet describes the local history component of an interdisciplinary high school course on American Studies. The program involves students over a three-year period in collecting, recording, organizing, interpreting, and disseminating the history, culture, and tradition of Scituate, Rhode Island. The booklet is presented in six chapters. Chapter I stresses that local and state history should be taught in high school and discusses how this project can be adapted to the needs of other school systems. Chapter II emphasizes the need for teaching about historiography and outlines a unit on historical method.

Chapter III suggests sources of information for local history projects, including local libraries, social organizations, newspaper files, town clerk's offices, family records, state or local historical societies, recorded interviews, and local historical sites. Chapter IV suggests student activities such as field trips, interviewing local citizens, workshops, and disseminating information about the project in the community. Chapter V recommends equipment and materials such as cameras, film, slide projectors, and cassette tapes. The final chapter offers suggestions for evaluating local history projects. Evaluation procedures should include pre- and posttests on historiography and local history, standardized tests on U.S. history and American literature, and questionnaires dealing with student interest in the project. (Author/DB)

**ED 155 072** SO 010 797

**An Analysis of Federal R & D Funding by Function, Fiscal Years 1969-1978. Survey of Science Resources Series.**

National Science Foundation, Washington, D.C.

Report No.—NSF-77-326

Pub Date Oct 77

Note—157p.; Not available in hard copy due to small type size and use of color in many charts; For a related document, see ED 135 635

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 038-000-00356-9, \$2.75, paper cover)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Budgeting, Budgets, \*Cost Indexes, Data Analysis, Energy, Environmental Research, Expenditures, \*Federal Aid, Federal Programs, \*Financial Support, Government Role, Longitudinal Studies, National Defense, Research Criteria, Research Needs, \*Research Projects, Social Problems, Space Sciences, \*Statistical Analysis, Tables (Data), Trend Analysis

Because U.S. government expenditures for research and development (R & D) comprise more than half of the total national support in these areas the government plays the major role in determining the nature and objectives of R & D efforts. This report examines the federal response to national needs in terms of R & D support and changing R & D priorities. There are two major parts to the report. In part I, federal R & D priorities are identified in order of financial expenditures in 1977. They are national defense, space, energy, health, environment, science and technology, transportation and communication, natural resources, agriculture, education, social services, economic growth, international development, and crime prevention. Part II explains federal R & D functions in detail. A review of the federal budget shows that R & D obligations were an estimated \$24.5 billion in fiscal year 1977, representing an average annual growth rate of 5.8% since 1969. The six leading R & D functional areas (defense, space, energy, health, environment, and science and technology) have been the focus of most of the recent growth. Between 1969 and 77, a sharp rise occurred in the emphasis on civilian R & D programs. During this period the defense/space share of the federal R & D total dropped from 77% to an estimated 61%, while civilian R & D programs grew from 23% to an estimated 39%. An appendix presents technical notes and statistical tables. (Author/DB)

**ED 155 073** SO 010 834

Kelley, Jonathan Klein, Herbert S.

**Revolution and the Re-Birth of Inequality: The Bolivian National Revolution.**

Center for Policy Research, New York, N.Y.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 77

Grant—SOC74-2154

Note—76p.; Pages 53-55 may not reproduce clearly in hard copy due to light type density in original document

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Conflict, Cultural Disadvantage, Data Analysis, Discriminatory Attitudes (Social), Dissent, Economic Disadvantage, Latin American Culture, Models, National Surveys, Political Attitudes, Political Influences, \*Revolution, \*Social Change, \*Social Class, Social Disadvantage, Social Discrimination, Social Opportunities, Social Status,

\*Social Stratification, Social Systems, Social Values, \*Theories  
Identifiers—Bolivia

This study of Bolivia's National Revolution of 1952 illustrates the effects of a peasant revolution on inequality and status inheritance. It was hypothesized that when an exploited peasantry revolts and overthrows the traditional elite, peasants would be better off because inequality and status inheritance would decline as a result of the disappearance of the top levels of the stratification system. Also, inequality and status inheritance might eventually exceed their prerevolutionary levels because the revolution provides new opportunities for those with education, ability, luck, or other resources. In this study, data were taken from census tracts, a survey of 1,130 heads of household in six rural areas, and extensive anthropological reports on each area. A model distinguishing between types and extent of inequality and status inheritance before and after revolution was constructed. Findings indicated that although the standard of living rose for most rural Bolivians as a result of the 1952 revolution, those who had advantages before the revolution usually maintained their advantages afterward. Significant advantages included educational background and family's educational status. The conclusion is that inequality and status inheritance re-emerge after revolution because revolutionary liberation allows previously exploited groups to make fuller use of human capital, physical capital, and resources. (Author/DB)

**ED 155 074** SO 010 835

Robinson, Robert V. Kelley, Jonathan

**Marx and Dahrendorf on Income Inequality, Class Consciousness and Class Conflict: An Empirical Test.**

Center for Policy Research, New York, N.Y.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 77

Grant—R01-MH26606-01

Note—62p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Authoritarianism, Conflict, Data Analysis, Economic Disadvantage, Economic Factors, Economic Opportunities, Family Income, Group Membership, Income, \*Models, Occupational Aspiration, Occupational Surveys, \*Political Attitudes, Research Needs, \*Social Class, \*Social Differences, \*Social Science Research, Social Structure, Socioeconomic Influences, Socioeconomic Status, Status, Surveys, \*Theories, Working Women

Identifiers—Blau (Peter M), Dahrendorf (Ralf), Duncan (Otis Dudley), Marx (Karl)

The issue addressed by this paper is the lack of empirical research on the class theories of Karl Marx and Ralf Dahrendorf. In order to bridge this gap, data are analyzed on the theoretical and statistical implications of Marx's theory (which focuses on ownership of the means of production) and Dahrendorf's theory (which focuses on authority in the workplace). It is hypothesized that Marx's and Dahrendorf's class models are more relevant to contemporary stratification theory than is generally realized by researchers. A model is constructed based on quantitative notions of stratification by sociologists Peter Blau and Otis Dudley Duncan. The basic Blau-Duncan model measured American occupational structure in terms of education, occupational status, number of siblings, personal income, job satisfaction, union membership, and class identification. For the present study, data were gathered from National Opinion Research Center surveys in the United States and Great Britain from 1973-76. Subjects were asked about Blau-Duncan stratification variables and about broader socio-political attitudes. Responses were compared to Marx's and Dahrendorf's predictions for income inequality, class consciousness, and class conflict, and then were analyzed according to the Blau-Duncan analytical framework. Findings indicated that Marx's and Dahrendorf's models have (1) important independent effects on income of male workers, and (2) substantial effects on class consciousness and conflict. The conclusion is that the theoretical traditions of Marx and Dahrendorf and the empirical research tradition of the Blau-Duncan status stratification model can be combined to increase understanding of stratification and its consequences. (Author/DB)

**ED 155 075**

Undy, Harry, Ed.

**Dilemmas in Medicine, 2nd Edition 1977. CEM Probe.**

Christian Education Movement, London (England).

Pub Date 77

Note—35p.; Pages 27, 31 may not reproduce clearly due to white print on black background. Available from—Christian Education Movement, C.E.M.-Annandale, 2 Chester House, London N10 1PR, England (1.50 paperback)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Abortions, Death, Decision Making, Discussion (Teaching Technique), Embryology, \*Human Dignity, \*Intervention, \*Medical Research, Medical Treatment, \*Medicine, Patients (Persons), Physicians, Problem Solving, Quality of Life, Secondary Education, Social Attitudes, \*Social Problems, Surgery  
Identifiers—\*Controversial Issues, England

Published for secondary school youth in England, the PROBE series presents provocative information and discussion questions on topical themes. The focus of this issue is on aspects of medicine which raise moral dilemmas for doctors, patients, and society in general. This issue contains case studies which illustrate ethical questions raised by the changing role of medicine in society. For each case study, a review of medical practice and issues is followed by discussion questions for students. Legalization of abortions under special circumstances has prompted debate over the status of the fetus and a mother's rights to terminate a pregnancy. Practices of artificial insemination by donor raise questions concerning the donor's right to maintain interest in his child, the mother's motivation, and the "social father's" ability to accept as his own a child whom he did not father. Research on embryo transfers prompts concerns about political manipulation of the process if it is perfected in humans. Issues about euthanasia include a person's right to die with dignity and who has the right to decide if a patient should die. Organ transplants can be life-savers for critically ill people, but when too few donors exist, who should decide which patients will receive donated organs? A concluding section reviews critical questions such as how the interests of the individual relate to those of society, and how medicine should progress. (AV)

**ED 155 076**

Billington, Roy

**Health. CEM Probe, January 1977.**

Christian Education Movement, London (England).

Pub Date Jan 77

Note—37p.

Available from—Christian Education Movement, C.E.M.-Annandale, 2 Chester House, London N10 1PR, England (\$1.50 paperback)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Community Health, Developed Nations, Developing Nations, Disease Control, \*Global Approach, \*Health, Health Education, Health Facilities, Health Needs, Health Services, Illiteracy, Nutrition, \*Preventive Medicine, Quality of Life, Sanitation, Secondary Education, \*World Problems  
Identifiers—\*England

The importance of health and its relationship to personal and community life are explored in this issue of PROBE. Designed to acquaint British secondary school youth with topical problems, the series contains discussion and case studies of national and world issues, followed by questions for student discussion and research. Nine chapters comprise this issue on health. A review of the history of medicine shows that progress in prevention and treatment of disease was limited before 1800. Since then, increases in research, and improvements in cleanliness and nutrition have dramatically contributed toward improved health in Britain and in the world. However, inequalities still exist in health care funding and facilities. Poverty, malnutrition, and illiteracy must be overcome on a world scale to promote understanding of the causes and preventions of disease. Case studies in India, South America, and China illustrate effective rural education projects to help peasants become more self-reliant in reducing disease. Community planning and family support are crucial to health. Unequal land ownership and overpopulation in many develop-

ing countries must be overcome. The author believes World Bank calculations show that if 5% less were spent on world armaments by all nations, that money could provide significantly better food, water, housing, and education on a world scale for the next ten years. (AV)

**ED 155 077** SO 010 839

*Bunker, Peter* Bunker, John  
**Law and Society. CEM Probe, May 1977.**  
Christian Education Movement, London (England).

Pub Date May 77  
Note—29p.

Available from—Christian Education Movement, C.E.M.-Annandale, 2 Chester House, London N10 1PR, England (\$1.50 paperbound)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Civil Rights, \*Comparative Education, Courts, Criminal Law, Foreign Countries, \*Government Role, Industrial Relations, Instructional Materials, \*Justice, Labor Unions, Law Enforcement, \*Laws, Legal Problems, \*Legislation, Legislators, Racial Integration, Secondary Education, Sex Discrimination

**Identifiers**—England

The pamphlet is one issue of the PROBE series which gives British secondary school youth an overview of social issues and suggests questions for discussion. Information and issues about law and justice in England and Wales are discussed in this issue. Section one explains the differences between criminal law, which is enforced by the police, and civil law, which is enforced by the courts. Section two reviews sources of law, including traditional legal books, court decisions, legislation, and citizens' votes. Section three explores the role of Parliament in making legislation which influences daily lives. Areas such as seat belt regulations, drinking age limits, and minimum age for leaving school are studied. Law in industrial relations is concerned with issues of the power of trade union organizations and worker representation on boards of directors. In areas of personal justice, the law is concerned with male/female equality, racial equality, and homosexual rights. Section four reviews areas in which the legal system needs reform: the penal system, the legal profession, and making the law comprehensible to the average citizen. (AV)

**ED 155 078** SO 010 880

*Kanetzke, Howard W., Ed.*  
**Badger History, Vol. 31, No. 2, November 1977.**  
Tracing Your Roots [And] Teacher Supplement.  
Wisconsin State Historical Society, Madison.

Pub Date Nov 77  
Note—57p.; Not available in hard copy from EDRS due to poor reproducibility of original document

Available from—The State Historical Society of Wisconsin, 816 State Street, Madison, Wisconsin 53706 (\$1.00 paperbound, \$0.75 each for ten copies or more)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Content Reading, Data Analysis, Data Collection, Elementary Education, Ethnic Studies, Family (Sociological Unit), \*Family Background, Grade 4, Grade 5, \*Historiography, \*History Instruction, Human Living, Information Sources, \*Instructional Materials, Interviews, Learning Activities, Life Style, Local History, Primary Sources, \*Social History, Social Studies, \*State History, Teaching Methods

**Identifiers**—Genealogy, \*Wisconsin

Elementary school pupils are introduced to a genealogical approach to state and local history. Although the examples in the booklet pertain to Wisconsin, the format can be easily adapted for classroom use by teachers in other locations. A teacher's supplement accompanies the booklet and offers a bibliography, background information, additional activities, and ideas on how to adapt the materials for different grade levels. The document is presented in 16 chapters. Chapter I discusses ancestors and explains how pupils can trace their family histories. Chapter II cites ethnic groups which were important in Wisconsin's history. Chapters III through VIII provide information about genealogy, vocabulary, places to look for genealogical information, interviewing family and community members, and finding meaning in names. Students are directed to look for genealogical information in cemeteries, birth and death records, census records, citizenship papers,

newspapers, passenger lists of ships, deeds and wills, and state, county, town, and local histories. Chapters IX and X provide student essays on the 300 year history of an American family and on a farmhouse which has become a family museum. Other chapters offer a genealogical crossword puzzle, a pedigree chart, family sheet, and an individual work sheet. (Author/DB)

**ED 155 079** SO 010 891

*Vetter, Donald P. And Others*  
**Citizenship: Student Rights and Responsibilities. Decision-Making in Contemporary America, Unit I.**

Carroll County Public Schools, Westminster, Md. Pub Date 77

Note—120p.; For related documents, see SO 010 892-897; Not available in hard copy from EDRS due to poor reproducibility of original document

Available from—Donald P. Vetter, Supervisor of Social Studies, Board of Education of Carroll County, 55 North Court Street, Westminster, Maryland 21157 (\$5.00, paper cover)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Case Studies, \*Citizenship, \*Citizenship Responsibility, Communication Skills, Constitutional Law, Course Descriptions, Court Cases, \*Decision Making, Grade 9, Information Utilization, Inquiry Training, Learning Activities, Personal Values, Process Education, Resource Materials, Secondary Education, \*Social Studies Units, \*Student Responsibility, \*Student Rights, Supreme Courts

The first part of this document presents an overview of a ninth grade social studies course. Included is a brief description of the five-unit course, a note to teachers about course content, a suggested time schedule, a comment on teaching controversial issues, a rationale and major goals of the course. The second part contains a unit on citizenship, the first of five units in the course described above. Objectives are to help students: (1) become more aware of the rights provided for them both as citizens of the school and the United States; (2) realize that although they have certain rights, these rights are limited in varying degrees and each carries a responsibility; and (3) understand that Constitutional rights also apply to them as students. The unit is divided into five areas: the school and student rights; the county and student rights; the Constitution and its application to students; the Supreme Court and its effect on students; and specific court decisions that have changed the concept of student rights. Each lesson has a stated purpose, a classroom procedure, suggested materials, and teaching variations for high, average, and low ability students. The lessons are inquiry-oriented and are based on student activities; resource pages for these activities are included. (Author/JK)

**ED 155 080** SO 010 892

*Vetter, Donald P. And Others*  
**Personal Decision-Making and Discussion Skills. Decision-Making in Contemporary America, Unit II.**

Carroll County Public Schools, Westminster, Md. Pub Date 77

Note—115p.; For related documents, see SO 010 891-897; Not available in hard copy from EDRS due to poor reproducibility of original document; Table on pages CR-9 and CR-9a has been retyped. To assemble, place CR-9a to the right of CR-9

Available from—Donald P. Vetter, Supervisor of Social Studies, Board of Education of Carroll County, 55 North Court Street, Westminster, Maryland 21157 (\$5.00, paper cover)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Cartoons, \*Communication Skills, \*Decision Making, \*Decision Making Skills, \*Discussion (Teaching Technique), Discussion Experience, Grade 9, Group Discussion, Information Processing, Information Retrieval, Information Utilization, Inquiry Training, Learning Activities, Listening Skills, Personal Values, Problem Solving, Process Education, Resource Materials, Secondary Education, \*Social Studies Units

This unit on decision-making and discussion skills is the second of five units in a ninth grade social studies course (course described in SO 010 891). There are two major objectives: (1) given a problem, the student will make value judgments

using decision-making skills; and (2) using proper discussion techniques, the student will analyze a controversial issue and take a stand. The unit is divided into two parts: the first deals with decision making skills, while the second emphasizes discussion and communication skills. The two parts contain lessons which are inquiry-oriented and are based on student activities. Each lesson contains a stated purpose, a classroom procedure, suggested materials, and activities. Some of the activities involve students in taking attitude and value surveys, analyzing the voting habits of Americans, completing worksheets on decision-making and problem-solving processes, examining case studies, role playing situations, analyzing discussion methods, analyzing cartoons, and gathering and using information. Resource pages for the activities are included. (Author/JK)

**ED 155 081** SO 010 893

*Vetter, Donald P. And Others*  
**Economic Decision-Making. Decision-Making in Contemporary America, Unit III.**

Carroll County Public Schools, Westminster, Md. Pub Date 77

Note—139p.; For related documents, see SO 010 891-897; Not available in hard copy from EDRS due to poor reproducibility of original document; Page ER-42 may not reproduce clearly in microfiche

Available from—Donald P. Vetter, Supervisor of Social Studies, Board of Education of Carroll County, 55 North Court Street, Westminster, Maryland 21157 (\$5.00, paper cover)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Budgeting, Communication Skills, \*Consumer Economics, Consumer Protection, Credit (Finance), \*Decision Making, Decision Making Skills, \*Economic Education, \*Economics, Grade 9, Information Utilization, Inquiry Training, Learning Activities, Merchandise Information, Problem Solving, Process Education, Production Techniques, Resource Materials, Secondary Education, \*Social Studies Units

This unit on economic decision-making is the third of five units in a ninth grade social studies course (see SO 010 891 for course description). Major objectives are to help students analyze alternative choices in consumer decision situations and defend the selections; evaluate information and make decisions about what to produce, how to produce, and for whom to produce when making a product to sell; and analyze the interrelationships of producers, consumers, and government, in national and international economic situations. The unit is divided into three parts. The first part deals with the individual as a consumer, and is designed to make students more effective consumers in an ever changing and complex economic system. The second part looks at the individual as a producer, and is designed to make students cognizant of their dual consumer/producer role. The last part considers the individual as a citizen, and is designed to create an awareness that students are not living in a vacuum, but are affected by national and international events. The three parts contain lessons which are inquiry-oriented and are based on student activities. Each lesson contains a stated purpose, a classroom procedure, suggested materials, and activities. Resource pages for activities are included. (Author/JK)

**ED 155 082** SO 010 894

*Vetter, Donald P. And Others*  
**Government: Political Decision-Making. Decision-Making in Contemporary America, Unit IV.**

Carroll County Public Schools, Westminster, Md. Pub Date 77

Note—204p.; For related documents, see SO 010 891-897; Not available in hard copy from EDRS due to poor reproducibility of original document; Pages G-1 through G-92 may not reproduce clearly in microfiche

Available from—Donald P. Vetter, Supervisor of Social Studies, Board of Education of Carroll County, 55 North Court Street, Westminster, Maryland 21157 (\$10.00, paper cover)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*American Government (Course), Cartoons, Civil Disobedience, Communication Skills, Constitutional History, Constitutional Law, Courts, \*Decision Making, Democracy, Dissent, Elections, Federal Government, Government (Administrative Body),



\*Governmental Structure, \*Government Role, Grade 9, Information Utilization, Inquiry Training, Laws, Learning Activities, Legislation, Local Government, Personal Values, Political Influences, Political Issues, Political Power, Political Science, \*Politics, Presidents, Problem Solving, Process Education, Resource Materials, Secondary Education, Simulation, \*Social Studies Units, State Government, Supreme Courts

This unit on economic decision-making is the fourth of five units in a ninth grade social studies course (see SO 010 891). Major objectives are to help students (1) explain how dissent and protest may be used as effective means of change and to consider the consequences of such actions; (2) examine the judicial branch of government in order to generalize about how one's life has been affected by decisions of the courts; (3) examine the legislative branch in order to trace the process of decision making and identify the forces affecting the process; (4) analyze the executive branch in order to recognize the influences affecting executive decision-making; and (5) justify a political decision based on an analysis of the political process. The unit is divided into five parts: the first deals with dissent and protest; the second, third, and fourth examine the judicial, legislative, and executive branches of government on the local, state, and federal level. The last part focuses on the individual citizen and the citizen's influence on the political decision making process. The five parts contain lessons which are inquiry-oriented and are based on student activities. Each lesson contains a stated purpose, a classroom procedure, suggested materials, and teaching variations. Resource pages for activities are included. (Author/JK)

ED 155 083 SO 010 895

Vetter, Donald P. And Others  
Juvenile Justice in Maryland. Decision-Making in Contemporary America, Univ. V.  
Carroll County Public Schools, Westminster, Md.  
Pub Date Mar 78

Note—172p.; For related documents, see SO 010 891-897; Not available in hard copy from EDRS due to poor reproducibility of original document

Available from—Donald P. Vetter, Supervisor of Social Studies, Board of Education of Carroll County, 55 North Court Street, Westminster, Maryland 21157 (\$7.50, paper cover)  
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Communication Skills, \*Corrective Institutions, Courts, \*Crime, Data Analysis, \*Decision Making, Delinquent Rehabilitation, Delinquents, Grade 9, Information Utilization, Inquiry Training, Justice, \*Juvenile Courts, Law Enforcement, Learning Activities, Personal Values, \*Police, Police Community Relationship, Police School Relationship, Problem Solving, Process Education, Resource Materials, Secondary Education, Simulation, \*Social Studies Units, Student Attitudes

This unit on juvenile justice is the last of five units in a ninth grade social studies course. (The course is described in SO 010 891). There are four objectives: (1) given data on juvenile crime, the student will analyze it and hypothesize reasons why the crimes are committed; (2) presented with a variety of law enforcement situations, the student will examine attitudes toward police and analyze constitutional restraints placed on police procedures; (3) given information pertaining to the court system, the student will compare and contrast the juvenile system with the adult system; and (4) given facts relating to correctional institutions, the student will investigate the types of youth corrections and consider their impact on the youthful offender. The unit is divided into four parts: the first part looks at the types and causes of juvenile crime, while the second part deals with the nature of the responsibilities of police and how Supreme Court decisions have affected them. The third part considers the juvenile court system and looks at the differences between it and adult court systems, and the last part examines correctional facilities. The four parts contain lessons which are inquiry-oriented and are based on student activities. Each lesson contains a stated purpose, a classroom procedure, suggested materials, and teaching variations. Resource pages for activities are included. (Author/JK)

ED 155 084 SO 010 896

Vetter, Donald P. And Others  
Appendix. Decision-Making in Contemporary America.

Carroll County Public Schools, Westminster, Md.  
Pub Date 77

Note—30p.; For related documents, see SO 010 891-897; Not available in hard copy from EDRS due to poor reproducibility of original document

Available from—Donald P. Vetter, Supervisor of Social Studies, Board of Education of Carroll County, 55 North Court Street, Westminster, Maryland 21157 (\$2.50, paper cover)  
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Classroom Techniques, \*Course Evaluation, \*Debate, Discussion (Teaching Technique), Discussion Groups, Evaluation Criteria, Grade 9, Group Discussion, Group Guidance, Grouping (Instructional Purposes), \*Group Instruction, Inquiry Training, Large Group Instruction, Learning Activities, Peer Evaluation, Reports, Resource Materials, \*Role Playing, Secondary Education, Self Evaluation, Small Group Instruction, Social Studies, Social Studies Units, Student Projects, Teaching Methods, \*Teaching Techniques

The appendix offers supplemental teaching techniques for "Decision-Making in Contemporary America," a ninth grade social studies course described in SO 010 891. The appendix is arranged into four sections. Appendix A offers tips on how to organize group work and classroom discussion. Included in these suggestions are guidelines for large, medium, and small group instruction; a list of standards for group work; a list of types of group reports; evaluation checklists; guide sheets for group work; forms for the evaluation and rating of group members; a discussion evaluation sheet; discussion rating scales; and many activities for practicing discussion skills. Appendix B deals with organizing a classroom debate, and Appendix C looks at organizing role-playing and brainstorming activities. Guidelines and rules are listed for each activity. Appendix D contains a two page evaluation form. Using this form students evaluate this social studies course. (Author/JK)

ED 155 085 SO 010 897

Vetter, Donald P.  
An Attitudinal Survey of Grade 9 Social Studies in Carroll County. Summary Report, Decision-Making in Contemporary America.

Carroll County Public Schools, Westminster, Md.  
Pub Date Nov 76

Note—33p.; For related documents, see SO 010 891-896; Not available in hard copy from EDRS due to poor reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Course Content, Curriculum Evaluation, Grade 9, Instructional Improvement, Questionnaires, Secondary Education, \*Social Studies, \*Student Attitudes, Student Evaluation of Teacher Performance, \*Student Opinion, Student Reaction, \*Surveys

This document is a summary report of an attitude survey given to ninth grade social studies students taking the course "Decision-Making in Contemporary America" which is described in SO 010 891. Over 1250 pupils participated in the survey. The survey questionnaire was divided into four sections: attitudes toward school, social studies, course content, and teachers and techniques. In attitudes toward school, students were quite positive. The highest rated item concerned students' goals and aims. In contrast, the most negative aspect of attitude toward school was its sameness; students felt most days in school were quite similar. Overall, the attitudes toward social studies were positive. A high percentage of students felt the course had a purpose, was valuable to them, and would be worthwhile in the future. On the negative side, 41% of the students indicated the course had not increased their liking for social studies. In attitudes toward content, units about the local, state, and national government received negative ratings, while the law education units were given very positive responses. The economics unit also received positive responses. Finally, student attitudes toward classroom techniques and teachers were positive. Pupils liked simulation, gaming, films, discussions, and guest speakers. Complete survey results and

the survey questionnaire are included.  
(Author/JK)

ED 155 086 SO 010 899

DeAngelo, Lois Garcia, Bernice  
The Employable Woman Conference Report.  
Montgomery County Commission for Women,  
Rockville, Md.  
Pub Date 77

Note—33p.; Report of the Employable Woman Conference (Gaithersburg, Maryland, May 19, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.  
Descriptors—Conference Reports, Employment, Employment Opportunities, Employment Patterns, \*Employment Problems, Equal Opportunities (Jobs), \*Females, Job Market, \*Sex Discrimination, Work Attitudes, \*Working Women

The conference proceedings relating to employment status and employment-related problems of women in general, and Montgomery County, Maryland, specifically, are highlighted in this report. The purpose of the conference was to establish a solid base for an on-going dialogue with educators, personnel experts, and affirmative action officers in the area. Three panels focusing on three major areas made up the conference. Panels were titled: The Re-entry Woman; The College Graduate; and Non-traditional Employment. Subjects covered within each of the panels were planned with the idea of integrating information about some of the major elements impacting on employment issues. The bulk of the conference report contains brief statements and quotations from the various panelists who represented a wide variety of careers, including investment, employment services, education, real estate, the media, and large personnel systems.  
(Author/JR)

ED 155 087 SO 010 901

Johanningmeier, Erwin V.  
A Study of the Work of Daniel Starch: A Chapter in the History of the Application of Psychology and Statistics to Education and Other Areas.  
Pub Date 28 Mar 78

Note—39p.; Paper presented at Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978); Not available in hard copy from EDRS due to poor reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Academically Gifted, Accelerated Programs, \*Educational Diagnosis, \*Educational History, \*Educational Psychology, Educational Research, Educational Testing, \*Grading, Measurement, Reliability, Sampling, \*Statistics, Student Ability, Student Evaluation, Student Testing, Tests, Validity

Identifiers—Starch (Daniel)  
This document examines the work of Daniel Starch, emphasizing his work in educational psychology and advertising. After earning his doctorate in psychology (1906), Starch attempted to apply the findings of the new science to education and to advertising. This application met with much success. In advertising, he devised new sampling techniques and methods to measure what portion of sales could be attributed to advertising in any medium. In the field of educational psychology, Starch attempted to determine how to measure pupil achievement; explored the reliability and validity of grading practices; examined the use of standardized testing to improve instruction; investigated the efficiency of education; showed concern for the gifted student and accelerated programs; applied statistics to education; and attempted to determine the worth of school subjects. Starch also wrote a text in educational psychology which led the field for about 10 years. This text differed significantly from the works of other leading psychologists, especially in the areas of instinct and subject matter.  
(Author/JK)

ED 155 088 SO 010 902

Button, Warren  
Creating More Usable Pasts: History in the Study of Education.  
Pub Date 78

Note—26p.; Paper presented at Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Change, \*Educational History, Educational Improvement, Educational Innovation, Educational Problems, Educational Psychology, \*Educational Research, Educational Sociology, Educational Theories, Evaluation, Futures (of Society), \*Historiography, \*History, Institutional Research, Literature Reviews, Research Methodology, Research Needs, Research Utilization, Social Change, \*State of the Art Reviews, Values

Because history describes and explains the past, it is a relevant tool for many other disciplines, including education. Historical studies can contribute to the improvement of schooling by providing information, demonstrating errors of memory, helping explain the present, and encouraging the introduction of new concepts. In the past, educational histories have examined topics including school government and organization, school administration, and possible local sources of information about an area's educational history. References which illustrate this focus are (1) "Education in the United States: Its History from the Earliest Settlements," 1889, by Richard G. Boone, (2) "Public Education in the United States," 1919, by Elwood Cubberley, and (3) "The Wonderful World of Elwood Cubberley," 1960, by Lawrence Cremin. Since 1960, educational historians have shown increasing interest in statistical analysis, computers, extensions of the boundaries of education beyond the school, history of the common man, and political and policy changes. New approaches in the historical study of education and educational research may result in introduction of new concepts, redefinition and revitalization of older concepts, and new generalizations about a broad range of educational problems. (Author/DB)

**ED 155 089** SO 010 907  
Peace Education in Catholic Schools. A Report on the NCEA Peace Studies Survey of Catholic High Schools and a Plan for Initiating and/or Developing a Peace Studies Program.

National Catholic Educational Association, Washington, D.C.

Pub Date Jul 76

Note—139p.

Available from—National Catholic Educational Association, One Dupont Circle, No. 350, Washington, D.C. 20036 (\$3.50 paperback)

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Administrator Attitudes, Beliefs, \*Catholic High Schools, Conflict Resolution, \*Curriculum Development, Educational Needs, \*Educational Objectives, Educational Philosophy, Educational Practice, Educational Trends, Global Approach, \*Guidelines, Human Dignity, Interdisciplinary Approach, National Surveys, \*Peace, Program Design, Program Development, Questionnaires, School Surveys, Secondary Education, Surveys, Teacher Attitudes, \*Values

The document provides background information and guidelines for establishing interdisciplinary peace education programs in Catholic secondary schools. Peace education programs designed by the National Catholic Educational Association (NCEA) are intended to help students perceive an ideal world where all people will live in harmony and cooperation. In these programs, students examine existing tensions and political complexities of modern society. The manual is presented in three major parts. Part I describes the NCEA peace studies program, which is based upon commitment to sound educational programming, appreciation of individual dignity, and an understanding of Catholic social teachings. Part II discusses surveys undertaken nationally and among West Coast Catholic schools in 1975 to assess peace education programs and identify curriculum needs. Findings from surveys of 442 national and 62 West Coast Catholic school administrators indicate a notable increase in programming for peace studies in Catholic high schools since a 1973 survey. Problems were expressed by administrators. Most often they had difficulty relating curriculum content to objectives such as respect for human dignity, global awareness, and alternatives to violence. Part III provides suggestions for planning a peace studies program. Information is given on setting goals, relating goals to school philosophy, identifying resources, evaluating peace studies programs, understanding community opposition, and developing curriculum. An appendix concludes the document. (Author/DB)

**ED 155 090**

Bulloch, Linda R.

Pogma: A Training Model for Helping High School Students Learn Process Skills in Social Research and for Positively Involving Students in Important Social Issues.

Emory Univ., Atlanta, Ga. Center for Research in Social Change.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Feb 77

Note—60p.; Pages 14, 31, 43 may not reproduce clearly in hard copy due to bleeding through of ink in original document

Available from—Center for Research in Social Change, Emory University, Atlanta, Georgia 30322 (\$2.25 paperback, 25 or more \$1.75 each)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Creative Activities, \*Creative Development, \*Creative Thinking, Educational Alternatives, Educational Improvement, Educational Innovation, Educational Problems, Educational Research, Field Experience Programs, Field Studies, High School Students, Inservice Programs, Institutes (Training Programs), Learning Activities, Learning Processes, Manuals, Problem Solving, \*Process Education, Program Design, Projects, \*Research Design, \*Research Skills, Secondary Education, Social Factors, Student Attitudes, Student Opinion, Student Participation, Summer Programs, \*Teaching Models, Training

Identifiers—POGMA

The document describes a South Carolina Study Project involving high school students in making decisions relating to their school communities. The project encouraged students to examine and evaluate the ways in which they formed opinions, made value decisions, and checked out the validity of their facts. Students were given training in using POGMA. These letters stand for purpose, objective, goals, mission, and activities, an outline for a study and research plan. Within this outline, the students studied topics such as student apathy, necessity of activity programs, and dropout rates. Study topics were selected jointly by students and school administrators. A teaching technique often employed throughout the project was that of answering a question with a question. One student might ask whether a particular statement were true and another student would respond with a question such as how one could find out if it were true or not. The program consisted of an orientation week, six weeks of research by study groups in the home community, and one week for compiling a final report. Included in the document are procedures for assembling a final report and conducting a followup, suggestions for financing a POGMA program, and a note about the use of the book. (Author/JK)

**ED 155 091**

Stahl, Robert J.

The Status of Precollege Psychology in Mississippi: The Final Report of a Survey Study in 1975-76.

Mississippi Univ. for Women, Columbus.

Pub Date Jan 77

Note—149p.; Tables 6-9, 24 and figures 1 and 2 may not reproduce clearly in hard copy due to small type size in original document

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Course Content, \*Course Descriptions, Course Evaluation, \*Course Objectives, Curriculum Evaluation, Educational Needs, \*Educational Practice, Educational Trends, High School Curriculum, Program Descriptions, \*Psychology, Reports, Secondary Education, Social Sciences, \*State Surveys, Student Characteristics, Summative Evaluation, Teacher Characteristics, Teaching Methods

Identifiers—\*Mississippi

The report contains the results of a survey of precollege psychology in Mississippi carried out between October 1975 and March 1976. The purpose of the survey was to obtain a profile of major psychology activities—separate psychology courses, objectives, textbooks, approaches, and teaching methods. A questionnaire was mailed to 388 Mississippi secondary school principals. The principals were requested to forward the questionnaire to the teachers who taught psychology courses in their schools. One hundred and ninety eight principals responded. The survey revealed that psychology as a separate course of study for credit was taught in 17.7 percent of the

SO 010 908

198 secondary schools. The report is concerned primarily with the responses of the 35 teachers who actually taught the psychology courses. The analyses include information on school, teacher, class, and student characteristics; popularity of the course; behavioristic or humanistic orientation of teachers; enrollment data; use of state-adopted textbooks; and course objectives, content, and methods. Findings indicated that most precollegiate psychology courses in Mississippi were: (1) related to personality theory, emotions, and social behavior; (2) offered as elective courses in public secondary schools for one semester to 11th and 12th grade students; (3) increasingly popular among students; (4) taught by a combined lecture/discussion method; (5) directed toward helping students better understand and accept themselves as individuals; (6) offered in white rural, urban, and suburban schools with student enrollments between 150 and 350 and between 501 and 1,000 students; and (7) taught by social studies teachers who used at least one of the state-adopted psychology textbooks. (Author/DB)

**ED 155 092**

Cleveland, Harlan

The Third Try at World Order: U.S. Policy for an Interdependent World.

Aspen Inst. for Humanistic Studies, New York, N.Y.; World Affairs Council of Philadelphia, Pa.

Pub Date 77

Note—143p.

Available from—Aspen Institute for Humanistic Studies, Publishing Program Office, P.O. Box 1652, Palo Alto, California 94302 (\$3.95, paper cover)

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Changing Attitudes, Citizenship Responsibility, Communications, Cooperative Planning, Cultural Pluralism, Decision Making, Developing Nations, Foreign Policy, \*Futures (of Society), \*Global Approach, Government Role, Human Dignity, \*International Organizations, \*International Relations, \*Leadership Responsibility, Nuclear Warfare, Policy Formation, Political Influences, Political Power, Poverty Research, Technological Advancement, Theories, \*World Affairs, World Problems

Identifiers—Interdependence, \*United States

The booklet discusses America's changing role in world affairs. The ideas, concepts, and theories were developed by participants in a workshop on American leadership held at the Aspen Institute for Humanistic Studies in August, 1976. The document is presented in ten chapters. The first chapter identifies new cooperative attitudes as the basis for the third try at world order. Reasons are offered for the failure of the first try, the League of Nations, and the second try, the United Nations. Chapter II characterizes the modern world as a leaderless entity which is no longer managed from Washington, and is not managed from anywhere else. Chapter III examines international interdependence in technology, economics, politics, and morals. Chapter IV outlines attitudes toward interdependence in third world nations and in the United States, followed by a call to Americans to translate interdependence into an agenda for action in Chapter V. This action agenda, discussed in chapters VI through IX, consists of moderating weapons races; staying inside ecological limits; handling international problems; and coping effectively with interdependence within the United States. The final chapter examines attitude changes in the United States toward consumerism, family planning, the status of women, and environmental protection. The conclusion is that the third try at world order may succeed where previous attempts have failed because of more advanced technology, an increased awareness of the need for restraint, and a new sense of economic and technological cooperation. (Author/DB)

**ED 155 093**

Planning for Social Studies in Elementary Education.

New York State Education Dept., Albany, Bureau of Elementary Curriculum Development.

Pub Date 74

Note—35p.; Figure 1 on page 11 may not reproduce clearly in hard copy due to small type size of original document

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

SO 010 912

Cleveland, Harlan

The Third Try at World Order: U.S. Policy for an

Interdependent World.

Aspen Inst. for Humanistic Studies, New York,

N.Y.; World Affairs Council of Philadelphia,

Pa.

Pub Date 77

Note—143p.

Available from—Aspen Institute for Humanistic

Studies, Publishing Program Office, P.O. Box

1652, Palo Alto, California 94302 (\$3.95,

paper cover)

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Changing Attitudes, Citizenship

Responsibility, Communications, Cooperative

Planning, Cultural Pluralism, Decision Making,

Developing Nations, Foreign Policy, \*Futures

(of Society), \*Global Approach, Government

Role, Human Dignity, \*International Organiza-

tions, \*International Relations, \*Leadership

Responsibility, Nuclear Warfare, Policy Forma-

tion, Political Influences, Political Power,

Poverty Research, Technological Advance-

ment, Theories, \*World Affairs, World

Problems

Identifiers—Interdependence, \*United States

The booklet discusses America's changing role

in world affairs. The ideas, concepts, and theories

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for Humanistic Studies in August, 1976. The

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chapter identifies new cooperative attitudes as

the basis for the third try at world order. Reasons

are offered for the failure of the first try, the

League of Nations, and the second try, the

United Nations. Chapter II characterizes the

modern world as a leaderless entity which is no

longer managed from Washington, and is not

managed from anywhere else. Chapter III ex-

amines international interdependence in

technology, economics, politics, and morals.

Chapter IV outlines attitudes toward interdepen-

dence in third world nations and in the United

States, followed by a call to Americans to trans-

late interdependence into an agenda for action in

Chapter V. This action agenda, discussed in

chapters VI through IX, consists of moderating

weapons races; staying inside ecological limits;

handling international problems; and coping ef-

fectively with interdependence within the United

States. The final chapter examines attitude

changes in the United States toward consumer-

ism, family planning, the status of women, and

environmental protection. The conclusion is that

the third try at world order may succeed where

previous attempts have failed because of more

advanced technology, an increased awareness of

the need for restraint, and a new sense of

economic and technological cooperation.

(Author/DB)

**ED 155 093**

Planning for Social Studies in Elementary Educa-

tion.

New York State Education Dept., Albany, Bu-

reau of Elementary Curriculum Development.

Pub Date 74

Note—35p.; Figure 1 on page 11 may not

reproduce clearly in hard copy due to small

type size of original document

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**



**Descriptors**—Classroom Environment, Concept Teaching, \*Curriculum Planning, Educational Environment, \*Educational Strategies, Effective Teaching, Elementary Education, Guidelines, Individualized Instruction, \*Interdisciplinary Approach, \*Program Planning, Skill Development, \*Social Studies, Student Needs, Student Participation, Teacher Role

Guidelines are given for planning the elementary social studies curriculum and organizing the classroom in order to promote full understanding of social studies concepts. The book was designed for New York state elementary teachers to use in conjunction with the state guides on social studies understandings. However, this book can be a model for any teachers in planning social studies curricula which encourage in-depth inquiry, substantiation of conclusions with significant data, and individualized approaches to problem solving. A correlated approach is recommended which stresses interdisciplinarity and a flexible time plan with each child's skill development and interest. The learning environment must be stimulating through teacher enthusiasm, opportunities for social interaction, individual student participation, and proper choice of materials. Use of a unifying theme in presenting interdisciplinary materials and concepts will help students to see the relationships between various interest areas and content areas. The book shows how to plan and chart appropriate sequential units and resources, taking into consideration individual student needs, interests, competencies, and confidences. Evaluation methods emphasize student-teacher discussion of progress as well as observation and testing. It is imperative that teachers be skilled in a variety of teaching techniques to fit the needs of various children. Administrators must encourage communication between parents and teachers, and promote school-community interaction. (AV)

**ED 155 094** SO 010 919

**Ghana. Country Demographic Profiles, No. 5.**  
Bureau of the Census (DOC), Suitland, Md.  
Population Div.

Report No.—ISP-DP-5

Pub Date Sep 77

Note—26p.; Not available in hard copy from EDRS due to small type size of original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 003-024-01467-0, \$1.20, paper cover)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Birth Rate, Census Figures, Data Analysis, \*Death, Developing Nations, Enrollment, Family Planning, \*Foreign Countries, Housing Patterns, Infant Mortality, Labor Force, Marital Status, \*National Demography, Population Growth, \*Population Trends, Tables (Data), Urban Population

**Identifiers**—\*Ghana

Tables of demographic information about Ghana are presented, including size of population and estimates of fertility and mortality. The data were obtained primarily from population censuses in 1960 and 1970, a 1960 post-enumeration survey, and a 1971 supplementary enquiry. Because Ghana's vital registration system is incomplete, the data are not entirely reliable or consistent. Annual estimates of total population are shown beginning in 1950. An adjusted distribution of the population by age and sex is given for the latest census year, as well as for 1976. Projections of the number of women of childbearing age are shown for each year to 1985. Fertility measures shown in the profile include crude birth rates, age-specific fertility rates, and gross and net reproduction rates. Mortality is shown in terms of crude death rates, life expectancy at birth, infant mortality rates, and selected life table values by age and sex. Also presented is summary information on family planning, urban population, marital status, school enrollment, number and size of households, and labor force by industry, occupation, and status. (Author/AV)

**ED 155 095** SO 010 920

**Mollohan, Kathleen**

**My Community: A Community Study Project.**

Montana State Dept. of Public Instruction, Helena.

Pub Date Jan 78

Note—31p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Change Strategies, Community Change, \*Community Study, Creative Activities, Elementary Secondary Education, Family Attitudes, Group Activities, Interviews, Junior High School Students, Local History, Local Issues, Problem Solving, \*Social Studies Units, Student Attitudes, \*Student Projects, Teacher Role, \*Teaching Methods, Unit Plan

The social studies unit involves students in learning about how their families and neighbors view their community. In addition, students identify community issues and problems, and explore their own attitudes about their community. It is designed for use in grade five through junior high school. There are four parts to the community study project. During part one, students interview members of their own families about reasons for living in this particular community, positive community features, population size, economic and cultural life, use of leisure time, job market, and important historical events. Part two involves a visit to community officials and an interview relating to the community's strengths, problems, and changes over the past 20 years. In part three, students analyze the responses from parts one and two and use the information to make individual reports about their own attitudes toward the community. Students consider whether they would like to settle in the community, what they could eventually do there that would be important, and what they can do right now to improve the community. Part four involves a community forum during which students work in groups to identify community problems, write proposals for change, and create a community song, story, and symbol. Student worksheets and a teacher's guide for conducting the forum are included. (AV)

**ED 155 096**

SO 010 921

**Sexual Preference.**

National Commission on the Observance of International Women's Year, Washington, D.C.  
Pub Date 77

Note—65p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.25, paper cover)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—Books, \*Civil Rights, Discriminatory Attitudes (Social), Discriminatory Legislation, Equal Opportunities (Jobs), \*Females, \*Feminism, Films, Higher Education, \*Homosexuality, Life Style, Resource Guides, \*Sex Discrimination, Sex Stereotypes

**Identifiers**—\*Lesbianism, Womens Rights

This document considers sexual preference as it specifically relates to women. Divided into two parts, the document presents a fact sheet about lesbianism and contains a workshop resource guide on sexual preference. The fact sheet, arranged in a question-answer format, focuses on the following concerns: (1) lesbianism as a woman's issue; (2) legal problems and obstacles encountered (such as employment, housing, child custody, taxes, and credit); (3) the role of the media; (4) common myths and stereotypes; and (5) organizations and legislation currently available to support and help gay rights. The workshop resource guide lists resources and suggests guidelines for organizing a workshop on sexual preference, specifically lesbianism. The workshop is intended to provide an overview about issues lesbians face and to discuss ways to obtain protective legislation and to dispel myths and stereotypes. Included are a bibliography of books and films and other related material, a list of lesbian organizations by state, a list of lesbian community service centers, and a list of organizations that support lesbian rights. (Author/JR)

**ED 155 097**

SO 010 922

**Jenkins, Robert E.**

**The Moral and Spiritual Development of Free People. A Challenge for the Public Schools.**

California State Univ., Fullerton.

Pub Date 77

Note—39p.; Notes and selected bibliography on pages 33-34 may not reproduce clearly in hard copy due to small type size of original document

Available from—Office of the Dean, School of Human Development and Community Service, California State University, Fullerton, California 92634 (\$2.50 paperback, \$2.00 each for 5 or more copies)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Curriculum Development, Educational Philosophy, Educational Trends, Elementary Secondary Education, \*Moral Development, Public Schools, \*School Responsibility, School Role, Social Problems, \*Student Needs, Teacher Role, \*Values, Youth

Values must play an important role in public school curricula. Recent increases in crime rates among youth, and divorces which change a child's family environment, indicate a need for young Americans to have guidance in their moral development. This problem has been considered by professional educational groups for over five decades. A review of position statements and conference reports from groups such as the American Council on Education and the American Association of School Administrators indicates that the moral and spiritual development of American children is indeed a basic responsibility of the public schools. But what values and ethical codes should be emphasized? In his book "Excellence," John Gardner pointed out that society must have consensus on basic issues in order to progress. Commissions and researchers have generally identified fundamental values to include devotion to truth, moral equality, brotherhood, common consent, self-esteem, and justice. Early American and European schools tried to instill values through a direct approach using pledges, creeds, and memorized verses. A contemporary approach employs values clarification techniques in which skilled teachers guide students through weighing pros and cons of various values and arriving at their own decisions. Teachers and administrators should be models of integrity and upright conduct. A planned K-12 program in moral development should include behavioral goals, curriculum infusion, opportunities for student experience, and in-service education for teachers and administrators. (AV)

**ED 155 098**

SO 010 923

**The Creative Woman: A Report of the Committee on the Arts and Humanities.**

National Commission on the Observance of International Women's Year, Washington, D.C.  
Pub Date Apr 76

Note—58p.; Tables and lists on pages 7, 13, 31, 33 and all footnotes may not reproduce clearly in hard copy due to small type size of original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 040-000-00368-1, \$0.90, paper cover)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—Affirmative Action, Architecture, \*Equal Opportunities (Jobs), \*Females, Feminism, \*Fine Arts, Foundation Programs, Government Role, Higher Education, \*Humanities, Librarians, Museums, Music, \*Sex Discrimination, Sex Role, Sex Stereotypes, \*Theater Arts, Working Women

This monograph presents a report on the status of women in the arts and humanities. The report points out the inequities and sex discrimination widespread in the field. Inequities occur in salary, opportunity of employment, and advancement to higher positions. The study was prepared by a Committee on the Arts and Humanities designated by the National Commission for the Observance of International Women's Year. Information was gathered from four major sources: (1) testimony in seven hearings before the Commission; (2) women working in the arts and humanities; (3) selected survey of private foundations; and (4) selective public members with specific and general knowledge of the field. Information in the report addresses itself to the creative and performing arts, architecture, cultural institutions such as libraries and museums, private foundations, teachers of the arts and humanities, and the government. The Committee recommended that women be appointed to managerial, administrative, and policymaking posts in cultural institutions; grant-awarding panels be more equitably comprised of men and women; blind judging be instituted for all candidates for art and humanities awards, fellowships, exhibitions, and employment; and radio and television industries correct the pervasive underrepresentation of women in prime-time roles and commercials. An appendix lists members of the Arts and Humanities Committee, guest panelists at the Committee Hearings, and recommendations of the Committee. A bibliography is included. (JR)



**ED 155 099** SO 010 925  
**Hunter, William A. Nguyen, Liem Thanh**  
**Educational Systems in South Vietnam and of Southeast Asians in Comparison with Educational Systems in the United States.**

Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education. Pub Date 77

Note—217p.; Not available in hard copy due to marginal legibility of original document; Several tables and maps may reproduce poorly. Available from—Research Institute for Studies in Education, College of Education, 108 N Quadrangle, Iowa State University, Ames, Iowa 50011 (\$2.00, paper cover)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Adjustment Problems, Comparative Analysis, \*Comparative Education, Course Content, Curriculum, Educational Experience, Educational Needs, \*Educational Philosophy, \*Educational Practice, Elementary Secondary Education, Foreign Countries, Grading, Higher Education, Indochinese, Program Planning, \*Refugees, Relocation, Student Adjustment, Student Characteristics, Student Evaluation, Student Records, Teaching Guides, \*Vietnamese

Identifiers—\*Southeast Asians

Descriptions of the Vietnamese and Southeast Asian educational systems are presented. The purpose of the document is to provide American educators with background information to help Vietnamese refugees adjust to the American educational system. This booklet was developed by Iowa State University to alleviate the adjustment problems of Vietnamese and other Indochinese refugee children attending Iowa schools. The entire Indochinese system, which was patterned after the French national educational system, is compared to the American system. Three major sections outline and describe the structure of Vietnamese elementary, secondary, and higher education; curriculum content in elementary, secondary, technical, and agricultural levels; and grading and evaluation procedures. Two sections provide a comparative analysis of school system structure in Southeast Asia, America, and Iowa. Similarities in organizational patterns, curricula, and course content are discussed. Differences exist in areas of grading, student grouping, credit for learning, and educational philosophy. Another section suggests methods by which American teachers and administrators can deal with problems of school records, Indochinese names, and grade placement. A final section discusses intelligence testing and health problems. (AV)

**ED 155 100** SO 010 926  
**Education for a Global Community: National Reports on the Theme for 1976 in Their Original Languages. 25th Annual Assembly of Delegates.**

World Confederation of Organizations of the Teaching Profession, Morges (Switzerland). Pub Date 77

Note—151p.; Report of the Annual Assembly of Delegates to the World Confederation of Organizations of the Teaching Profession (25th, Washington, D.C., August 4-11, 1976); Not available in hard copy from EDRS due to varied ink density in original document; For a related document, see SO 010 927

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Community, \*Comparative Education, Cultural Awareness, Educational Opportunities, Educational Philosophy, Educational Policy, Educational Practice, Educational Programs, \*Foreign Countries, \*Global Approach, \*International Educational Exchange, \*International Relations, Political Influences, Student Attitudes, Teacher Attitudes, Teacher Education, Teacher Role, World Affairs, World Problems

Reports prepared by various countries for presentation at the 1976 annual assembly of the World Confederation of Organizations of the Teaching Profession (WCOTP) are included in this document. The theme of the assembly was "Education for a Global Community." Countries reporting include Bangladesh, Canada, Ivory Coast, West Germany, England and Wales, Estonia, Finland, Ghana, Israel, Japan, New Zealand, Norway, Panama, Taiwan, Korea, South Africa, Scotland, Sweden, Trinidad and Tobago, United States, and Yugoslavia. Some reports are in the original languages. Each country first

describes its conceptions of a global community. Comments are included on the role teachers play in world education and on the practical implications, the success and failure of previous efforts, and the effects of politics on global education. In addition, countries also comment on international cooperation and the political and educational role of the WCOTP. The following sample comments from three countries illustrate remarks contained in this section. Canada: "to meet the needs of Canadian youth implies an equal concern for meeting the needs of all youth in the world." England: "education should focus on the capacity to understand, to reason, and to draw conclusions which may be different when viewed from different standpoints." Finland: "An open attitude towards the surrounding world starts with the individual." (Author/JK)

**ED 155 101** SO 010 927  
**Compulsory Education: Social Expectations. National Reports on the Theme for 1977 in Their Original Languages. 26th Assembly of Delegates.**

World Confederation of Organizations of the Teaching Profession, Morges (Switzerland). Pub Date 78

Note—283p.; Report of the Annual Assembly of Delegates to the World Confederation of Organizations of the Teaching Profession (26th, Lagos, Nigeria, August 3-10, 1977); Not available in hard copy from EDRS due to varied ink density in original document; For a related document, see SO 010 926

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Attendance, Attendance Officers, Attendance Services, Community Attitudes, \*Comparative Education, Dropout Rate, Educational Benefits, Educational Change, Educational Demand, Educational Diagnosis, Educational Finance, \*Educational Needs, Educational Objectives, \*Foreign Countries, \*International Educational Exchange, International Relations, Public Education, Public Opinion, \*School Attendance Legislation, School Systems, \*Social Attitudes

Reports prepared by various countries for presentation at the 1977 annual assembly of the World Confederation of Organizations of the Teaching Profession (WCOTP) are included in this document. The theme of the assembly was "Compulsory Education: Social Expectations." Countries reporting include: Austria, Bangladesh, Brazil, Brunei, Canada, Ivory Coast, Denmark, West Germany, England and Wales, Fiji, Finland, France, Ghana, Israel, Jamaica, Japan, Lebanon, New Zealand, Nigeria, Panama, Taiwan, Korea, Scotland, Spain, Sweden, Thailand, Trinidad and Tobago, United States, and Yugoslavia. Some reports are in the original languages. Each country reported information regarding the scope of compulsory education: they described the extent and time frame of compulsory education, placed compulsory education in perspective with regard to the overall pattern of school attendance, and examined the social expectations concerning compulsory education. In addition, each country commented on their official educational objectives; the principal criticisms of their school systems; their proposals for educational reform; what the different sectors of their society expect of the student who has finished the compulsory education period; how social expectations are related to practical possibilities; and whether international expectations of human rights, respect for others, social justice for all, and international understanding are being provided. (Author/JK)

**ED 155 102** SO 010 928  
**Johnson, Beverly L. Hayghe, Howard**  
**Marital and Family Characteristics of the Labor Force in March 1976. Special Labor Force Report 206.**

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date Jun 77

Note—56p.; Not available in hard copy from EDRS due to small type size of original document

Available from—U.S. Department of Labor, Bureau of Labor Statistics, Washington, D.C. 20212 (free, limited supply)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Blacks, Caucasians, Census Figures, Comparative Analysis, Data Analysis, Family Characteristics, \*Family Income, Females, In-

cidence, \*Labor Force, Marital Status, \*Minority Groups, National Surveys, One Parent Family, Participation, Spanish Americans, Tables (Data), \*Trend Analysis, Working Parents, \*Working Women

Based on information from supplementary questions in the March 1976 Current Population Survey, the report presents data which indicate that women are contributing increasingly to family incomes. Analysis of the information reveals that the marital composition of the American labor force has changed significantly since 1970. A rapidly growing youth population, high divorce rates, and a decline in labor force participation rates for married men account for the changes. In 1976, 14.9 million mothers with children under 18 were in the labor force. This participation was strongly influenced by education level, husband's income, and presence of children. Divorced mothers were more likely to work than other mothers, and never-married mothers were most likely to be unemployed. Many working wives with children did not work year round, full time. Black married mothers were more likely to work outside the home than whites, and the black wives contributed a greater proportion to family income than whites did. The labor force participation rate of married Hispanic women was nearly equal to that of white wives, but Hispanic husbands' participation rates were higher than blacks or whites. The bulk of the report contains tables of statistics. (Author/AV)

**ED 155 103** SO 010 929  
**Bramson, Leon**  
**Society and Education on St. Croix: The Danish Period.**

Pub Date Aug 75

Note—135p.; Paper presented at Annual Meeting of the American Sociological Association (San Francisco, California, August 25-29, 1975)

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Colonialism, \*Comparative Education, Educational Development, \*Educational History, Educational Needs, Educational Philosophy, Educational Policy, \*Educational Practice, Educational Problems, \*Educational Sociology, Elementary Education, Foreign Countries, Literacy Education, Political Influences, Religious Education, School Role, Slavery, \*Social Change, Social Structure, Socioeconomic Influences

Identifiers—Denmark, \*Virgin Islands (Saint Croix)

Review of the history of education on the West Indian island of St. Croix from the 18th century to 1917 can contribute insights into the impact of schooling on social change. During this 200 year period, St. Croix changed from a Danish colony dependent upon plantation slavery to a poverty stricken American protectorate peopled by emancipated slaves. Reports from missionaries, government officials, and travellers offer insights into educational practices. Among the characteristics of St. Croix educational history are: (1) the existence of free public education of slave children; (2) the prominence of missionary teachers in the educational effort; (3) the use of English as the language of instruction; (4) the parallel spread of literacy and insurrection; (5) the backwardness of Danish educational policy in the West Indian colonies; and (6) concentration on religious teaching and literacy. Review of St. Croix's history indicates that the Danes did permit the emergence of a Creole leadership group, in spite of the general stress within the educational system on accommodation to the social order and protection of the interests of the upper class. It is generalized from this study that all educational systems have a social impact because they create expectations which can only be fulfilled through social and political liberation and wider participation. (Author/DB)

**ED 155 104** SO 010 930  
**Muessig, Raymond H., Ed.**  
**Social Studies Curriculum Improvement. Bulletin 55.**

National Council for the Social Studies, Washington, D.C.

Pub Date 78

Note—126p.

Available from—National Council for the Social Studies, 2030 M Street, N.W., Washington, D.C. 20036 (\$5.50, paperback)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Annotated Bibliographies, Case Studies, Consultants, Curriculum Design, \*Curriculum Development, Curriculum Evaluation, \*Educational Improvement, \*Educational Needs, Educational Quality, Elementary Secondary Education, Guidelines, \*Process Education, Resource Guides, Resource Teachers, Social Change, \*Social Studies, Teacher Guidance, Teacher Role

The bulletin examines the role and process of social studies curriculum improvement in a constantly changing society. Intended for use by classroom teachers engaged in curriculum work and also by principals, supervisors, curriculum directors, and superintendents, the bulletin offers ideas, examples, and resources related to curriculum improvement efforts. The bulletin is presented in five chapters. Chapter I offers thoughts on curriculum improvement. This chapter emphasizes that the classroom teacher is the key person in all stages of curricular reform and that no single theory of social studies education need necessarily be followed. Chapter II examines a social studies curriculum project undertaken in the Mansfield, Ohio, city schools from 1960-77. Topics discussed include curriculum problems which existed in the early 1960s, improvements and approaches employed, and insights gained which are applicable to future programs. Chapter III reviews curriculum changes in 12 social studies programs throughout the United States and offers summaries of what can be learned from the case studies. Chapter IV discusses locating and using various forms of assistance in curriculum improvement, including consultants, subject-matter specialists, and publishers' representatives. The final chapter provides an annotated listing of over 100 sources (textbooks, evaluation studies, instructional materials, essays, and media guides) to aid social studies teachers in developing and implementing a curriculum. (Author/DB)

**ED 155 105** SO 010 931

**How Will America Grow? A Citizen Guide to Land-Use Planning.**  
Citizens Advisory Committee on Environmental Quality.

Pub Date Apr 76

Note—42p.; Maps and drawings may not reproduce clearly due to poor legibility or small type size in original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 040-000-00347-9, \$1.00 paperback, quantity discounts available)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Action Programs (Community), Changing Attitudes \*Citizen Participation, Citizenship Responsibility, Community Action, Community Involvement, Cooperative Planning, \*Environmental Education, Environmental Influences, Futures (of Society), \*Guidelines, Information Utilization, \*Land Use, Policy Formation, Public Policy

Citizens are encouraged to learn about and become involved in land use and growth issues in their communities. Intended as a follow-up of an earlier report by the Committee's Task Force on Land Use and Urban Growth which outlined philosophical, legal, and policy aspects of land-use planning, the document suggests planning guidelines for citizen action groups and decision makers at all levels of government. The document is presented in five chapters. Chapter I suggests that only major citizen efforts can channel growth in a positive way and counteract the out-moded American ideal of growth for growth's sake. Chapter II introduces key factors in land use planning. These include comprehensive land-use master plans, cost/benefit analyses, environmental impact statements, zoning, subdivision regulations, planned unit development, pre-emptive purchasing, and land banking. Chapter III explains how to make a land use inventory of a community's assets and liabilities. Chapter IV outlines major issues to consider when deciding how to use a parcel of land. These include agriculture, economic development, energy requirements, flood plain use, housing, open space, and transportation. The final chapter provides information for use by community associations as they organize for action, draw up land-use planning agendas, interact with decision makers, and implement land use goals. (Author/DB)

**ED 155 106**

*Kelly, Joan And Others*

**Bibliography in the History of European Women.**

Sarah Lawrence Coll., Bronxville, N.Y.

Pub Date 76

Note—136p.

Available from—Women's Studies Program, Sarah Lawrence College, Bronxville, New York 10708 (\$2.00, paper cover)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Art, \*Bibliographies, \*European History, \*Females, Feminism, Literature, Medieval History, Philosophy, Politics, Sciences, Socioeconomic Status, Womens Education, Womens Studies

**Identifiers**—Europe

Approximately 1300 citations are presented in this bibliography. Most are from the 20th century, although some are 19th century sources. Very few are foreign. Each citation includes information on author, title, publisher, and date. Citations are presented alphabetically by author in nine sections. Section I contains general reference materials such as encyclopedias, biographical guides, women's journals, and periodical indexes. Section II lists sources on the methods of writing history. Citations in section III cover a general history of women in relation to law, literature, art, science, religion, and the family. Sections IV through VIII provide references to women in antiquity, the Middle Ages, the Renaissance, the Reformation and early modern Europe, and 17th and 18th century Europe. Content includes women's involvement in education, politics, literature, art, science, and philosophical thought; their socioeconomic status; and autobiographies and memoirs. Section IX offers sources about women in industrial society and the modern world, including demographic studies, accounts of suffrage and feminist movements, and studies of women in Nazi Germany and the Soviet Union. (AV)

**ED 155 107**

95

SO 010 933

*Saad, Geti, Comp.*

**Selected Bibliography of Educational Materials in Pakistan, Vol. 10, No. 4, 1976, Period Covered October-December, 1976.**

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-76-53000/02

Pub Date [77]

Note—51p.; Not available in hard copy from EDRS due to poor reproducibility of original document; For a related document, see ED 148 710

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Annotated Bibliographies, \*Comparative Education, Curriculum, Educational Administration, \*Educational Development, Educational Finance, Educational History, Educational Objectives, Educational Planning, \*Educational Practice, Educational Research, Elementary Secondary Education, \*Foreign Countries, Higher Education, Instructional Media, Libraries, Literacy, Medical Education, Teacher Education, Teaching Methods, Textbooks, Womens Education

**Identifiers**—\*Pakistan

The annotated bibliography contains 99 citations of journals, newspapers, and government publications from Pakistan published during October through December, 1976. Entries are arranged alphabetically by author in 24 categories: administration, organization and financing of education; adult education; agricultural education; development of education; educational goals; educational planning; educational reforms; educational research; elementary and secondary education; examinations; higher education; history of education; libraries; literacy; medical education; professional education; teacher education; teachers; teaching methods and media; technical education; textbooks; women's education; general; and a special section on curriculum. A writers' index concludes the document. (AV)

**ED 155 108**

SO 010 934

**Mini Lessons from FDA.**

Food and Drug Administration (DHEW), Washington, D.C.

Pub Date [76]

Note—45p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Consumer Education, Dishwashing, \*Drug Education, Educational Objectives, Elementary Secondary Education, Foods Instruction, \*Food Standards, Health, Home Economics, Hygiene, \*Interdisciplinary Approach, Language Arts, Lesson Plans, Mathematics, Pharmacy, \*Public Health, Radiation Effects, Radiology, Reading, Sanitation, Short Courses, Skill Development, Social Studies, \*Social Studies Units, Teaching Methods

Eight self-contained lessons present information about topics of current interest in the Food and Drug Administration. Multidisciplinary in nature, the lessons can be integrated into ongoing activities in elementary or secondary level reading, math, language arts, social studies, science, art, health, consumer education, and home economics. The lessons are short and independent of one another, easily modified to grade level, and can be used to demonstrate the relevance of daily activities to educational concepts. The lessons focus on the following topics: nutrition, food safety, drug safety (prescription and over-the-counter drugs), radiological health, cosmetics, and how to make inferences on labels, in newspapers, and ads; to demonstrate a public concern for safe use of medicines; and to be aware of sources of and protection from radiation exposure from electronic products in the home and at school. For each lesson, information is given on grade level, objective, skills, materials, teaching procedures, follow-up activity, and evaluation ideas. The background material included with each lesson is adequate to enable the teacher to use the material without further research. (Author/AV)

**ED 155 109**

SO 010 941

*Knight, C. Gregory Wilcox, R. Paul*

**Triumph or Trifling? The World Food Problem in Geographical Perspective. Resource Paper No. 75-3.**

Association of American Geographers, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 76

Note—78p.

Available from—Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, D.C. 20009 (\$2.50, paper cover, quantity discounts available)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Depleted Resources, Developed Nations, Developing Nations, Eating Habits, Economic Factors, Environmental Education, Environmental Influences, \*Food, \*Futures (of Society), Geographic Concepts, \*Global Approach, Health, Higher Education, \*Human Geography, Hunger, Living Standards, Nutrition, Poverty Research, \*Problem Solving, Quality of Life, Resource Materials, Social Indicators, Socioeconomic Influences, Trend Analysis, World Affairs, \*World Problems

Emphasizing a problem-solving perspective, the document investigates the world food scene. Simply defined, the world food problem is the apparent inability of the world's people to feed themselves adequately and consistently. Intended for use by college level geography instructors as they develop courses on human uses of the environment, the document presents data on the nature of food supply systems, nutrition concepts, and methodological ideas. The document is presented in four chapters. Chapter I offers a geographical assessment of the world food problem. Major topics are energy and protein need, food excess and deficit, national diets, diet composition, and diet quantity. Chapter II compares food supply systems in developing and developed nations. Chapter III discusses potential solutions to the world food problem based upon human adaptation of the environment, technology, equitable distribution within and among nations, and population control. The final chapter suggests creation of a world food policy based upon equitable distribution of food, changes in diet in industrialized areas, allocation of resources to developing areas, and creation of smaller, less energy intensive farms in industrialized agricultural systems. (Author/DB)

**ED 155 110**

SO 010 942

*Matley, Ian M.*

**The Geography of International Tourism. Resource Paper No. 76-1.**

Association of American Geographers, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 76

Note—51p.

Available from—Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, D.C. 20009 (\$2.50, paper cover, quantity discounts available)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Bibliographies, Cultural Factors, Economic Factors, Foreign Countries, Geographic Distribution, Geographic Location, Geographic Regions, \*Geography, \*Global Approach, Higher Education, Industry, \*International Relations, Recreational Activities, Resource Materials, Study Abroad, \*Tourism, Travel, Trend Analysis

The intention of this resource paper is to give an overview of the field of the geography of international tourism and to indicate specific topics within the field which offer possibilities for more specialized study by geographers. It is most appropriate for use at the college level. Section one defines international tourism and identifies international, national, and regional organizations which promote and study tourism. International tourism involves movement of persons across international boundaries for purposes of recreation, business, education, or family reasons. Section two identifies literature about international tourism, much of which is by European geographers. These sources analyze spatial and locational factors affecting tourism, such as modes of transportation and world patterns of tourist movements. Section three considers advantages and disadvantages of tourism on regional economy. Section four reviews the types of geographical studies which have been made about international tourism. Section five describes physical and cultural factors that influence the location of tourism. Among these are coastal and mountain areas, landscape attractions, hunting and fishing opportunities, urban or rural historical attractions, and sporting events. Section six explores the possibilities of international tourism as an applied field for geographers. A bibliography of 86 sources, many in foreign languages, concludes the document. (AV)

**ED 155 111**

**SO 010 943**

Platt, Rutherford H.

**Land Use Control:**

**raphy. Resource Paper No. 75-1.**

**Interface of Law and Geography.**

Association of American Geographers, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 76

Note—48p.

Available from—Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, D.C. 20009 (\$2.50, paper cover, quantity discounts available)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Air Pollution Control, Citizen Participation, \*Environmental Criteria, \*Environmental Influences, Federal Legislation, Financial Support, \*Geography, \*Guidelines, Higher Education, Instructional Materials, Knowledge Level, \*Land Use, Legal Problems, \*Legislation, Objectives, Public Policy, Recreation Legislation, Resource Materials, Urban Studies, Water Pollution Control, Zoning

The document suggests that problems of land use control can often be solved by applying geographic skills in analyzing the physical, economic, and cultural attributes of land. The paper is intended predominately for use by citizens' groups as they study the legal and judicial components of land management legislation. It can also be used as resource material for college geography classes. The document is presented in five chapters. Chapter I reviews regulations affecting private land ownership, physical and spatial uses of land, location theory, and urban encroachment upon agricultural land. Chapter II examines local, state, and federal land use policies. Chapter III presents an overview of public land use control, acquisition, and regulation. Chapter IV discusses the constitutional requirements which govern public zoning regulations, private property restrictions, building codes, and subdivision control. The final chapter describes and evaluates federal open space programs. The conclusion is that, although much important open land has

been set aside for federal open space programs, benefits from the programs have been inequitably distributed and planning criteria have been inadequately defined. (Author/DB)

**ED 155 112**

**SO 010 944**

Monmonier, Mark S.

**Maps, Distortion, and Meaning. Resource Paper No. 75-4.**

Association of American Geographers, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 77

Note—58p.

Available from—Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, D.C. 20009 (\$2.50, paper cover, quantity discounts available)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Cartography, Communication Skills, Evaluation, Geographic Location, \*Geography, Graphic Arts, Higher Education, Information Utilization, Knowledge Level, Locational Skills (Social Studies), \*Maps, \*Map Skills, \*Problems, Research Needs, Resource Guides, Resource Materials, Skills, Technical Illustration, Visual Aids

The document is designed to help map readers comprehend the uses and limitations of maps. Intended predominantly for college students of geography, graphic arts, and public communication, the resource paper should also be of general interest to informed citizens and map enthusiasts. The document is presented in six chapters. Chapter I discusses and defines major elements common to all maps—projection, scale and generalization, and symbolization. Chapter II addresses the process of cartographic communication and identifies factors which influence the successful transfer of a map's message from author to reader. Factors include the cartographer's data, intent, design, and reproduction process, and the reader's understanding, intelligence, biases, and perceptions. Chapter III explores the relationship between map projections and effective communication and describes methods for constructing three nontraditional projections. Chapter IV examines methods for reducing complexity of mapped patterns. Topics discussed include choroplethic maps, classification errors, pattern and perception, cartographic correlation, and information overkill. Chapter V shows how map distortion can serve a variety of goals, such as route planning, data processing, advertising, advocacy, and research. The final chapter presents concluding remarks. A major conclusion is that both map reader and map author should strive to understand the process of cartographic communication. (Author/DB)

**ED 155 113**

**SO 010 945**

Reilly, Mary Ellen; Bouvier, Leon F.

**Women in American Society: A Historical and Demographic Profile. Population Profiles, Unit No. 15.**

Center for Information on America, Washington, Conn.

Spons Agency—Commonwealth Fund, New York, N.Y.; Population Council, New York, N.Y.

Pub Date 76

Note—8p.

Available from—Center for Information on America, Washington, Connecticut 06793 (\$0.50, paper cover)

**Document Not Available from EDRS.**

**Descriptors**—Comparative Analysis, \*Educational Opportunities, Females, Higher Education, \*Labor Force, \*Participation, Salaries, Sex Discrimination, Sex Role, Social History, \*Trend Analysis, \*Working Women

An historical and contemporary analysis of the role of women in American society is presented. Specifically, the report considers women's involvement in the labor force. During the colonial period, most women worked in the home, producing cloth, clothing, shoes, and food. With the development of the textile industry, women obtained jobs in factories. The female laborers received lower wages than men and worked longer hours. Higher education became available to women in 1833. During periods of war (Civil War, World War I, World War II), women gained access to factory work and other jobs. The proportion of women working has increased steadily since World War II. Most startling is the increase

in numbers of married women who work. The percentage has risen from 12.5% in 1940 to 39.6% in 1970. However, of the total population of working women, proportionately fewer women hold professional positions now than they did in 1950. Reasons for the increased numbers of women in the labor force include low fertility rates, higher levels of educational attainment, and improved standards of living. In terms of education, more women attend college today than in previous generations, but the proportion of women to men in college remains the same. This is because even greater numbers of men are attending college. Future prospects indicate that traditional sex roles will continue to change, maintaining women's participation in the labor force and increasing men's participation in child-rearing and sharing domestic tasks. (AV)

**ED 155 114**

**SO 010 946**

**The Social Security Act and Related Laws (as Amended through December 31, 1976).**

Congress of the U.S., Washington, D.C. Senate Committee on Finance.

Pub Date 76

Note—799p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$5.20 paperbound)

**EDRS Price MF-\$1.50 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Blind, Child Care Centers, Developmental Disabilities, Employment Level, \*Federal Aid, \*Federal Legislation, Federal Regulation, Financial Support, Government Role, Health Insurance, Income, \*Laws, Medical Services, Public Health Legislation, Reference Books, Reference Materials, Retirement, Social Responsibility, \*Social Services, Tax Support, Unemployment, \*Welfare Services

**Identifiers**—\*Social Security Act

The document is a reference to laws enacted to amend the Social Security Act and to laws which directly affect the programs under that act. Intended for use by the Senate Finance Committee, the document supplements the "Compilation of the Social Security Laws," published periodically by the Social Security Administration. The reference includes the 20 titles of the Social Security Act currently in force with all amendments up to October 21, 1976. Titles deal with grants to states for old age assistance and medical assistance, employment security, aid to the blind, professional standards review, combating mental retardation, health insurance for the aged and disabled, and social services. Also included in the document are the full text of the Federal-State Extended Unemployment Compensation Act, as amended; the Emergency Unemployment Compensation Act of 1974, as amended; and excerpts from the Internal Revenue Code and from various public laws enacted since the 92nd Congress. An appendix presents information on amending legislation, social security taxes, and federal matching percentages for welfare programs 1975-79. (Author/DB)

**ED 155 115**

**SO 010 947**

Roos, Gene E.

**Determining the Curricular Conceptions of Elementary School Social Studies. Research Report.**

Texas Tech Univ., Lubbock.

Pub Date [77]

Note—23p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Cognitive Processes, \*Conceptual Schemes, Content Analysis, Course Content, \*Curriculum Development, Curriculum Planning, \*Curriculum Research, Decision Making Skills, Educational Objectives, \*Educational Philosophy, Educational Technology, \*Educational Theories, Elementary Education, Elementary School Curriculum, Inquiry Training, Instructional Improvement, Process Education, Relevance (Education), Self Actualization, Skill Development, Social Change, \*Social Studies

The paper discusses the theoretical basis of elementary social studies curriculum. Using a categorization tool developed by Eisner and Valance, the author examines recent elementary school social studies literature in order to determine the underlying of curriculum philosophies. Five philosophical positions are revealed. The first, academic rationalism, is a content-focused curriculum. This theory implies that the knowledge that has been revealed to man through



the ages is the content the student must learn. The second, cognitive processes, is concerned with the skills of intellectual operations which focus on the processes of learning and thinking. The third, social reconstruction-relevance, views education as the means of creating a better society and views the school's role as an agency of adaption. The fourth, curriculum as technology, focuses on the processes involved with producing a more efficient means of teaching. The fifth, self-actualizing curriculum, provides personally satisfying experiences so that a better understanding of the student and world becomes possible. (Author/JK)

**ED 155 116** SO 010 948  
National Assessment's Consumer Skills Assessments.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date Feb 78  
Note—11p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Consumer Economics, Consumer Protection, Economic Education, \*Educational Assessment, High School Students, Measurement Techniques, Money Management, National Surveys, Program Design, \*Research Problems, Secondary Education, \*Skills, Student Evaluation, \*Test Construction

The National Assessment of Educational Progress (NAEP) encountered problems when developing a comprehensive assessment of consumer skills of 17-year-olds in 1978. When NAEP conducted a nationwide assessment of basic life skills of 17-year-olds in 1977, there was considerable interest in the consumer skills portion. Therefore, it was decided to prepare a comprehensive assessment program of skills in areas of personal finance, consumer protection, consumer behavior, economics, and energy. However, because this topic had not been part of the regular assessment schedule, funds and time were limited. A set of consumer objectives prepared by the Duval County Public School System in Jacksonville, Florida was used as a guideline in developing the assessment. Problems encountered during this stage included translation of the Florida curriculum objectives into measurement objectives, and unfamiliarity with developing paper-and-pencil instruments in areas of consumer behavior and economics. During the item reviews, questions were raised about content. Reviewers had difficulty agreeing on whether the items should merely test each student's knowledge of his own behavior, or test knowledge of group and industrial behavior. In solving the problems, efforts were made to simplify language and relate important concepts to particular consumer problems. Plans for administration of the assessment in the spring of 1978 and dissemination of results are also described. (AV)

**ED 155 117** SO 010 949  
Lynn, Laurence E., Jr., Ed.

**Knowledge and Policy: The Uncertain Connection. Study Project on Social Research and Development, Volume 5.**

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 78  
Note—190p.

Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Avenue, N.W., Washington, D.C. 20418 (\$8.25 paperbound)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Budgeting, Courts, Data Analysis, Developmental Programs, Expenditures, Federal Aid, \*Federal Programs, \*Financial Support, \*Government Role, National Programs, Needs Assessment, Policy, Policy Formation, Program Evaluation, \*Public Policy, Relationship, Research Criteria, Research Needs, Research Opportunities, Research Problems, Research Projects, Resource Allocations, \*Social Problems, \*Social Science Research, Trend Analysis, Use Studies

Offered in response to a request by the National Science Foundation for information on how knowledge affects policy, the document investigates federal support of social research and development and evaluates the relevance of this

research to social policy. Social research and development (R & D) concerns the identification and solution of social problems. Major objectives of the report are to review the process by which R & D policy and programs influence decision makers, determine major avenues of influence, and consider criteria for planning social R & D. The document consists of six articles written by educators, researchers, a government official, and a law student. The first article cautions that no single yardstick can determine the usefulness of social R & D in our pluralistic society. The conclusion is that assessing usefulness project by project will produce too much superficial, secondary source research. The second article suggests that social R & D should not be subject to tighter control by federal staff but should serve as an intellectual backdrop of ideas. The third article maintains that public commissions rarely make use of social science research, regardless of its quality. The fourth article suggests additional research into knowledge/policy linkages, closer coordination among social R & D administrators, and better uses of funding. The fifth article recommends that researchers make more effort to maintain a constant flow of facts and interpretations to public policy makers. The final article discusses the use of social research in courts of law. (Author/DB)

**ED 155 118** SO 010 950  
van Manen, Max

**What Curriculum is Best Suited to Develop a Critical Minded Public?**

Pub Date Jun 77

Note—34p; Paper presented at Canadian Society for the Study of Education meeting (Fredericton, New Brunswick Canada, June 6-11, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Community, Concept Teaching, Conflict, \*Critical Thinking, \*Curriculum Development, \*Educational Philosophy, Freedom of Speech, Futures (of Society), Moral Values, Personal Values, Political Affiliation, Public Opinion, Public Speaking, Quality of Life, Rhetorical Criticism, Secondary Education, Social Attitudes, Social Behavior, \*Social Change, Social Characteristics, \*Social Problems, Social Relations, \*Social Studies

This paper argues that the social studies curriculum should extend the concept of critical thinking to social criticism. The purpose of social criticism is to foster a society that is characterized by community, freedom, and equality. In essence, it raises the question of how to live. The social critic looks beyond the symptoms of a social problem to the underlying patterns of human relations and societal interactions. In examining the curricular work of Beard, Oliver, and other social reconstructionists, the author argues that they fall short of developing a truly critical analysis of the human condition in society. There is no moral questioning of the values underlying social and political conflicts. While some other methods of teaching critical social thinking skills have been attempted, most are incompatible with public schools. This paper stresses that a public school curriculum aimed at critical thinking ought to be available. It is suggested that the pedagogical elements of such a curriculum would include the following: (1) an open minded orientation; (2) veracity and compassion; (3) social action by seeking emancipatory values in everyday life; (4) knowledge of relevant information; (5) awareness of analytic concepts derived from critical social science; (6) reflective awareness of methodological concepts; and (7) understanding common categories of critical reasoning. (Author/JK)

**ED 155 119** SO 010 951  
An Evaluation of the Nystrom Map and Globe Study Skills Program.

Spokane School District 81, Wash.

Pub Date Jan 77

Descriptors—Academic Achievement, Curriculum Development, Elementary Education, Evaluation, Geographic Concepts, \*Geography, Geography Instruction, Intermediate Grades, \*Map Skills, \*Pilot Projects, Primary Education, \*Program Evaluation, Research Methodology, \*Social Studies, Student Testing, Tables (Data), Teacher Attitudes, Test Results

Identifiers—\*Nystrom Map and Globe Study Skills Program

During the 1975-76 school year the Nystrom Map and Globe Study Skills Program was pilot

tested by approximately 1,400 students in three elementary schools in Spokane, Washington. The program is a continuous progress program based upon a series of sequential instructional objectives. Major objectives of the program were to help students develop basic map skills and to learn basic geographic concepts. The evaluation was based on a teacher inventory and testing of primary and intermediate grade students. Teachers identified high levels of student participation and good organization of materials as program strengths. They identified scheduling problems with only one set of materials per building and durability of some of the globes as program weaknesses. On a student posttest, primary students answered correctly over 90% of the items. Fourth graders made the largest gains between pre- and posttesting: their scores improved an average of 45%. Fifth graders' scores improved 33% and sixth graders' scores improved 40%. In general, the test results indicated satisfactory student progress toward attainment of program objectives. (Author/AV)

**ED 155 120** SO 010 952  
To Provide Educational Equity for Women. Third Annual Report, 1977.

National Advisory Council on Women's Educational Programs, Washington, D.C.

Pub Date Mar 78  
Note—37p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.60, paper cover)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Advisory Committees, \*Annual Reports, Career Education, \*Educational Programs, \*Equal Education, Federal Government, \*Females, Nondiscriminatory Education, Rural Population, Sex Discrimination, Sex Role, Womens Studies

Identifiers—\*Womens Educational Equity Act

The major activities of the National Advisory Council on Women's Educational Programs during 1977 are recorded in this report. The National Advisory Council on Women's Educational Programs was developed as part of the 1974 Women's Educational Equity Act (WEEA). The Council is mandated to advise the Assistant Secretary for Education on the improvement of educational equity for women and to advise the Commissioner of Education regarding the administration of the Women's Educational Equity Act. The work of the Council during 1977 is highlighted. It aimed to (1) evaluate the WEEA program; (2) provide consultation to government and private sectors relating to women's equity; (3) report on improving educational equity for rural women and girls; (4) make recommendations concerning the elimination of sex bias and stereotyping from career education; (5) reorganization of the Education Division of HEW; (6) review the current status of women's studies programs in the United States; (7) examine Title IX enforcements by over twenty Federal agencies and departments; (8) study the special educational needs of displaced homemakers, single parents, and older women; and (9) make recommendations on legislative and regulatory acts. Several appendices conclude the report. (Author/JR)

**ED 155 121** SO 010 953  
McLeod, Jack M. And Others

**The 1976 Presidential Debates and the Equivalence of Informed Political Participation.**

Pub Date 78

Note—27p; Paper presented at a meeting of the International Communication Association (Chicago, Illinois, 1978)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Behavior Change, \*Change Agents, \*Debate, Democratic Values, \*Elections, \*Mass Media, Media Research, News Media, Newspapers, \*Participation, Political Attitudes, Political Issues, Presidents, Public Opinion, Research Methodology, Television Viewing, Voting

The paper investigates whether the 1976 presidential debates contributed to political participation among all sectors of American society. Evidence was obtained from 353 eligible voters in Madison, Wisconsin, before and after the debates. Effects were evaluated by taking correlations between the level of respondents' exposure to the debates and other media sources and 27 post-debate participation variables. These variables were broadly categorized into five areas: at-

tention and interest, information gain, degree of political participation, strengthening of democratic system values, and changes in vote decision. Equivalence of effect among social sectors was determined by analyzing results for groups according to similarity in age, educational background, and political impact. Results show that debate watching had weak positive effects on participation (voter turnout or campaign activity). Its main impact was indirect through stimulation of discussion and interest in following the media's analyses of the debates. Newspaper readers increased their participation during the debate period, especially among groups who were usually less politically active. Television news viewing and campaign advertising recall had weaker effects. (Author/AV)

**ED 155 122 SO 010 957**  
**Course of Study for Electronic Music I. An Instructional Guide.**

Montgomery County Public Schools, Rockville, Md. Dept. of Curriculum and Instruction.  
 Pub Date 78  
 Note—51p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Acoustics, Audio Equipment, \*Course Descriptions, Course Objectives, Course Organization, Curriculum Development, Dubbing, Educational Resources, \*Electronic Equipment, Junior High School Students, Learning Activities, \*Music, Musical Composition, Music Education, Music Techniques, Phonotape Recordings, Resource Guides, Secondary Education, Sound Effects, Sound Tracks, Student Interests, Tape Recorders, Teaching Guides, Teaching Methods, \*Unit Plan

Identifiers—\*Electronic Music, Electronic Synthesizers

The booklet is a guide for music teachers and administrators who wish to incorporate electronic music into the junior or senior high curriculum. It defines program objectives and suggests goals, teaching strategies, materials, and equipment. Reasons for teaching electronic music include its popularity with the younger generation, its capability to be a musical outlet for students with no formal music training, and its relationship to other disciplines such as physics, acoustics, and math. Among the objectives of this course outline are mastery of basic terms and manipulation skills for the tape recorder and the synthesizer. The majority of the guide includes four units, each containing specific instructional objectives, performance objectives, and class activities. Content covers properties of sound, the tape recorder, the synthesizer, and history and literature of electronic music. Activities include splicing, playing tape backwards, multi-dubbing, identifying waveforms, discriminating aurally between mid-range signals modulated by sub-audio, and composing music. Instructional strategies and activity sequence are suggested. Appendices offer a glossary of electronic music terms; annotated lists of 15 books, 21 articles, 50 records, five films, and six audiovisual kits; and a checklist of recommended equipment. (Author/AV)

**ED 155 123 95 SO 010 958**  
**Selected Bibliography of Egyptian Educational Materials, Vol. 3, No. 1, 1977.**

Al-Ahram Center for Scientific Translations, Cairo (Egypt).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-77-59000/1

Pub Date 78

Note—103p.; Not available in hard copy from EDRS due to poor reproducibility of original document; For a related document, see SO 150 088

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Adult Education, \*Annotated Bibliographies, Art Education, \*Comparative Education, Design Crafts, \*Educational Development, \*Educational Needs, Educational Objectives, Educational Philosophy, Educational Planning, \*Educational Practice, Educational Problems, Educational Psychology, Elementary Secondary Education, Foreign Countries, Higher Education, Islamic Culture, Language Instruction, Literacy Education, Moral Development, Primary Education, Religious Education, Resource Guides, Teacher Role, Vocational Education

Identifiers—\*Egypt

This annotated bibliography lists 135 selected educational materials from Egypt covering the period 1976-1977. The materials are drawn from a variety of Egyptian newspapers, journals, government publications, and university research reports. The entries are organized into 55 categories, including Adolescence; Adult Education; Art Education; Basic Education; Civics; Commercial Schools; Educational Experimentation; Educational Psychology; Higher Education; Illiteracy; Islamic Education; Languages; Mathematics; Moral Education; Physical Education; Programmed Education; Religious Education; Research; Secondary Education; Social Education; Teachers; Textbooks; Universities; and Vocational Training. An author index and a source index conclude the document. (Author/DB)

**ED 155 124 SO 010 959**  
**Martin, Elizabeth**

**Can Society Pay for Altruism? Or, Why Virtue Must Be Its Own Reward. IRSS Discussion Papers Series, Paper No. 3.**

North Carolina Univ., Chapel Hill. Inst. for Research in Social Science.

Pub Date Mar 78

Note—23p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Altruism, Human Relations, Policy Formation, \*Prosocial Behavior, \*Rewards, Self Esteem, Social Attitudes, Social Influences, Social Planning, \*Social Psychology, \*Social Responsibility, \*Theories

A theory of altruism is presented which can be used to assess the effects of monetary reward incentives upon degree of altruistic giving. In this paper, the motive for altruism is hypothesized to be desire for self-esteem and the esteem of other people. However, one receives esteem only if the intent of the act is to help another person and not to benefit the altruist. The validity of altruistic motives is governed by the context in which help is given. If helpful acts are materially rewarded (i.e., payment for giving blood), then the helper's motives may not be purely altruistic. This has important ramifications for policy makers who may want to increase altruistic and socially responsible behavior by introducing economic incentives. These incentives may actually reduce people's altruism because material rewards may reduce the psychological and social rewards for helping. (Author/AV)

**ED 155 125 95 SO 010 963**  
**Art Technical Report: Summary Volume. Selected Results from the First National Assessment of Art.**

Educational Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Report No.—06-A-21

Pub Date Jun 78

Contract—OEC-0-74-0506

Note—38p.; Not available in hard copy from EDRS due to small type size of much of the original document; Funding information on page iii has been removed by ERIC; For a related document, see TM 006 981

Available from—National Assessment of Educational Progress, Suite 700, 1860 Lincoln Street, Denver, Colorado 80295 (\$6.15 paperbound)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Academic Achievement, Affective Tests, Age Groups, \*Art, Cognitive Tests, Comparative Analysis, Data Analysis, \*Educational Assessment, Elementary Secondary Education, \*Knowledge Level, Measurement, \*National Surveys, Race, \*Student Attitudes, Student Characteristics, Tables (Data)

Summaries of results are presented for student achievement on art exercises from a national art assessment program conducted during 1974-75. Two technical reports document the results of the national assessment. Exercise-by-exercise results are reported in the "Art Technical Report: Exercise Volume" (see TM 006 981). This report, a companion to the Exercise Volume, summarizes results across sets of exercises for various groups of students. The introduction explains how national percentages and differences from the national percentage were derived. Chapter one offers summary statistics on students' achievement on art knowledge exercises. Males' achievement

levels were significantly higher than the national average. Blacks performed below the national level, and whites performed slightly above it at all ages. Chapter two reviews affective response summary data. Questions on this part of the assessment dealt with students' attitudes toward art and their open-mindedness toward different styles of art. Whites showed slightly more positive responses than did blacks. In general, degree of participation in art activities influenced degree of positive responses. Chapter three shows a juxtaposition of achievement levels for art knowledge and art affective responses by age groups. For example, it is shown that at age nine, more males than females were positively oriented toward art, but neither males nor females performed significantly differently from the national average on art knowledge. (AV)

**ED 155 126 95 SO 010 968**  
**The First National Assessment of Musical Performance, Report 03-MU-01.**

Educational Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Fund for the Advancement of Education, New York, N.Y.

Report No.—03-MU-01

Pub Date Feb 74

Note—31p.; Not available in hard copy from EDRS due to small type size of parts of the original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.55, paper cover)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Ability, Adults, Art Song, Comparative Analysis, Data Analysis, Elementary Secondary Education, Evaluation, \*Music, Music Reading, \*National Surveys, Singing, \*Skills, \*Student Ability, Tables (Data), \*Task Performance

The report summarizes results of a survey of musical performance abilities of Americans of various ages. During 1971 and 1972 a national assessment program was conducted to measure the musical abilities of nine-year-olds, 13-year-olds, 17-year-olds, and young adults from 26-35 years of age. Exercises were divided into five groups: singing familiar songs, repeating unfamiliar musical material, improvising, performing from notation, and performing a prepared piece. Results indicated that (1) in singing familiar songs, almost all individuals were able to maintain rhythmic patterns, but relatively few were accurate in pitch; (2) in repeating unfamiliar musical material, very few were able to repeat the melodic or harmonic patterns; and (3) in improvising melody, about half of the individuals from all four age groups attained acceptable scores. Very few individuals were able to accurately sight-read a line of music, either vocally or instrumentally. Although 25% of the population claimed to play an instrument, very few were able to give acceptable performances. A concluding section discusses performance levels of subgroups according to sex, race, parental education, region, and community type. (Author/AV)

**ED 155 127 SO 010 984**  
**Commissions for Women: Participation of Racial and Ethnic Minority Women in Membership and Program Activities.**

Women's Bureau (DOL), Washington, D.C.

Pub Date 77

Note—29p.; Appendix A may not reproduce clearly in hard copy due to small type size of original document

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Affirmative Action, Citizen Participation, Community Agencies (Public), \*Ethnicity, Ethnic Status, Females, \*Feminism, Minority Groups, \*Minority Role, \*Needs Assessment, Program Development, Questionnaires, \*Race, Racial Composition, \*Social Integration, State Agencies, Surveys

The results of a survey of existing membership and program practices of all active commissions for women conducted by the National Association of Commissions for Women (NACW) are summarized. The three-part survey was the NACW's first step in encouraging and promoting appointments of racial and ethnic minority women to local and state women's commissions. Part one, presenting the ethnic and racial membership composition of current state, county, and

municipal commissions, indicates that of the 64 responding commissions, minority women composed about 20% of the membership. Geographic influences on commission membership are also briefly noted. Part two of the survey sought information about general program activities of the commissions. A list of responses, showing the relative frequency with which each activity was reported, indicates that "employment" and "women and the law" were most frequently reported, and "housing" was least. The last part of the survey asked specifically for a brief description of past, present, or planned activities affecting racial and ethnic minority women. Seven of the most frequently reported activities are mentioned along with the states, counties, and municipalities involved in each. A number of special comments taken from the questionnaires concludes the survey summary. Appendices include a copy of the questionnaire, a cover letter distributed with the questionnaire, and a list of currently active state, county, and municipal commissions. (BC)

ED 155 128

SO 010 985

Glass, Elsa Dik

### The Legal Status of Homemakers in the District of Columbia.

National Commission on the Observance of International Women's Year, Washington, D.C.  
Spons Agency—Center for Women Policy Studies, Washington, D.C.

Pub Date Jun 77

Note—52p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.25, paper cover)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Civil Rights Legislation, \*Court Litigation, Credit (Finance), \*Divorce, Equal Protection, Fatherless Family, \*Feminism, \*Housewives, Laws, \*Marriage, Sex Discrimination, \*Widowed

The document explores the legal status of the homemaker and the law in the District of Columbia, emphasizing those laws and judicial precedents that fail to give proper recognition to the value of the homemaker. The rights given to the homemaker under support, property, divorce, and inheritance laws are said to be the concrete measure of the homemaker's value to society. The booklet is arranged into three broad sections focusing on how the laws affect homemakers during marriage, widowhood, and divorce. The first section on marriage summarizes laws pertaining to the support of a wife, choice of domicile, a wife's disability and physical abuse, and credit laws. The second section on divorce and separation discusses property division, alimony, child custody, support, modification of divorce decree, enforcement, and government assistance in support collection. The last section on widowhood considers the situations in which the husband has died with or without leaving a will, considers the widow's property rights pension and social security funds, and estate tax laws. The document concludes with legislative recommendations and references. (Author/BC)

## SP

ED 155 129

SP 011 844

Dickson, George E. And Others

### Planning Teacher Education Research and Evaluation in Ohio. Final Report.

Toledo Univ., Ohio. Center for Educational Research and Services.

Spons Agency—Educational Testing Service, Princeton, N.J. National Commission on Performance-Based Education; Ohio State Dept. of Education, Columbus.

Bureau No—BR 419

Pub Date 77

Note—125p.

Available from—Center for Educational Research and Services, College of Education, University of Toledo, Toledo, Ohio 43606 (Free of charge)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Decision Making, \*Educational Research, \*Evaluation, Fundamental Concepts, Goal Orientation, Higher Education, \*Planning Meetings, Policy Formation, \*Research Coordinating Units, Research Needs, \*Statewide Planning, \*Teacher Education

Identifiers—\*Ohio

A planning project for the identification of research and evaluation efforts in teacher education to be undertaken in the state of Ohio is described. The planning project's philosophy was that all elements of the teacher education community should be involved in the planning of directions for teacher education research and evaluation (R&E) and that they should be mobilized to participate in R&E to the extent feasible and appropriate. The project focused on state-level planning, but national and local levels were also considered. Chapter One, "An Introduction to Research and Evaluation in Teacher Education," discusses the nationwide concern for teacher education R&E and its related subject, teacher effectiveness. Chapter Two, "Planning for Research and Evaluation in Teacher Education—An Overview," concentrates on the background materials provided to project participants. Chapter Three, "Results of Planning for Research and Evaluation Associated with the CBTE Program of the University of Toledo," presents results of planning at the local level. Chapter Four, "Results of Planning for Research and Evaluation at the State Level: The State Planning Group Meeting," describes a statewide planning group meeting involving representatives of colleges, universities, public and private schools, teacher associations, and the Ohio State Department of Education. Chapter Five, "Concluding the Planning: A Synthesis of Planning Results," presents outcomes of the R&E planning project, which include: increased awareness of R&E in teacher education and its potential effects on the design of teacher education in Ohio; the identification, classification, organization, and prioritization of needed and desirable research and evaluation for Ohio; and a plan of action for initiating and conducting useful research and evaluation. (MJB)

ED 155 130

SP 012 432

Przewlocki, Lester E.

### Boston College's Integrated Curriculum. Preserving the Past, Responding to the Present, Anticipating the Future.

Pub Date 77

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Choice, College Deans, College Faculty, \*Curriculum Design, \*Educational Alternatives, Field Experience Programs, Handicapped Students, Higher Education, \*Mainstreaming, \*Preservice Education, \*Special Degree Programs, Teaching Techniques

Recent legislation requiring schools to include handicapped children in the regular classroom when feasible has placed responsibility for the proper training of teachers in the field of special education in the hands of colleges of education. Boston College has developed a program for the training of students preparing to teach in the elementary grades. This "Integrated Curriculum" is a master plan for an individualized undergraduate learning experience. A solid foundation in the liberal arts, a strong component of professional courses, a sequence of field-based professional experiences, and training in alternative areas of specialization have been combined to enable students to meet established certification requirements and also to develop expertise in emerging areas where licensure requirements have yet to be determined. Goals of this program are identified as: (1) to increase the ability of the regular class teacher to meet the needs of mildly handicapped children in the regular classroom; (2) to retrain undergraduate faculty to provide them with skills for ultimate transmittal to students; (3) to develop an elementary teacher training program based on competencies validated as essential through a survey of field practice sites; (4) to increase career alternatives for education students; (5) to establish ties with a wide range of human services organizations as potential practical sites for students not wishing to teach but wishing to remain in the broader range of human services; and (6) to establish a system of open communications with present field sites so continual input into the needs of practitioners will be assured thereby enhancing relevant changes in both graduate and inservice programming. (JD)

ED 155 131

SP 012 459

Egelston, Richard L.

### Identifying Learning Disabled Children.

State Univ. of New York, Albany. Educational Research and Service Center.

Pub Date Mar 78

Note—40p.; Paper presented at the Annual Meeting, American Educational Research Association (Toronto, Canada, March 27-31, 1978)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Grade 1, Grade 3, Information Processing, \*Instrumentation, Intelligence Level, Language Ability, \*Learning Disabilities, \*Predictive Measurement, \*Predictive Validity, \*Primary Education, Reading Ability, \*Screening Tests

Identifiers—Mathematics Ability

Screening batteries for the identification of learning disabled children in grades one and three were validated for a pooled group of students from an urban, a suburban, and a rural school. Predictor batteries of individually administered instruments were able to classify students into low achievers and others on several criterion variables (intelligence, reading and mathematics ability, language ability, development, information processing) using any of several definitions of low achievement. Discriminant analyses were able to reduce the predictor batteries to three or fewer instruments in several analyses. Analyses of variance and covariance confirmed the effectiveness of the selection process. Prevention and early intervention of learning disabilities may be facilitated. (Author/MJB)

ED 155 132

SP 012 462

Anderson, Lorin W. Scott, Corinne C.

### The Classroom Process Scale (CPS): An Approach to the Measurement of Teaching Effectiveness.

Pub Date Mar 78

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, \*Classroom Observation Techniques, Course Content, \*Effective Teaching, Instructional Design, Learning Processes, Participant Involvement, \*Student Behavior, \*Teacher Behavior, \*Teaching Methods, Teaching Procedures

The purpose of this presentation is to describe the Classroom Process Scale (CPS) and its usefulness for the assessment of teaching effectiveness. The CPS attempts to ameliorate weaknesses in existing classroom process measures by including a coding of student involvement in learning, objectives being pursued, and methods used to pursue attainment of the objectives. The CPS has been found to be a highly objective and valid indicator of the classroom process. The discussion focuses on the use of the CPS in current research studies. The authors conclude with a discussion of practical and theoretical uses of the CPS. (Authors)

ED 155 133

SP 012 490

Crowder, Alex B. And Others

### TAPE—A Field-Based Program for Graduate-Undergraduate Professional Preparation.

Pub Date 78

Note—32p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cooperating Teachers, Elementary Education, \*Field Experience Programs, Methods Courses, Peer Evaluation, \*Preservice Education, Self Evaluation, Small Group Instruction, Student Teachers, \*Teacher Education, \*Teaching Experience, Team Teaching

TAPE, Theory and Practicum—Elementary, was founded on the assumption that the integration of theory and practice is vital to a preservice education program. This is a 24-semester-hour, field-based, preservice teacher training option of the Elementary Education program at Texas Tech University. Integrated with a student teaching component, it affords students the option of participating in a totally field-based, preservice teacher preparation program. TAPE I—the first 12-semester-hour cycle of the two semester program sequence, is organized around four education courses: Educational Psychology, Reading, Children's Literature, and Science. Upon completion of TAPE I, field-based students move into the second 12-semester-hour cycle. TAPE II is organized around Language Arts, Social Studies, Mathematics, and the Child and the Curriculum. This program is structured so that preservice students move gradually into teaching and working with children. Their first experiences are controlled, low-ratio, teaching experiences that typi-



cally involve only two or three pupils in TAPE I, and that may involve six to eight or more pupils during the controlled teaching portion of TAPE II. This practicum portion of the program provides an introduction to teaching in small groups and gives students an opportunity to directly apply learned theory in a classroom situation. Lesson plans, a major emphasis in the TAPE program, test students' abilities to plan learning experiences for children and act as vehicles for correlating and integrating various content areas. Feedback on instructional performance takes the form of self-reflection, peer evaluation, and instructor feedback. (JD)

**ED 155 134** SP 012 552

*Collins, Mary Lynn*  
**The Effects of Training for Enthusiasm on the Enthusiasm Displayed by Preservice Elementary Teachers.**

Pub Date Mar 78  
Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978).

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
Descriptors—\*Change Strategies, \*Elementary School Teachers, Higher Education, \*Preservice Education, \*Program Descriptions, \*Teacher Behavior, \*Training Techniques  
Identifiers—\*Enthusiasm

Twenty preservice teachers participated in this investigation to determine whether they would demonstrate a significantly increased level of enthusiasm after a training intervention on teacher enthusiasm and maintain the increased level of teacher enthusiasm three weeks after the termination of training. Eight variables were identified as descriptors of teacher enthusiasm—vocal delivery, eye movement, gestures, movements, facial expression, word selection, acceptance of ideas and feelings, and over-all energy. Data were gathered on the variables by videotaping the experimental and control groups prior to, immediately after, and three weeks after the completion of training. Training lasted for ten days, two hours per day, in which the various indicators of enthusiasm were discussed, teaching and demonstration of enthusiasm video-taped, and microteaching lessons in public schools performed. Analyses of the posttest videotape ratings by trained observers confirm that training in teacher enthusiasm significantly increased the observable level of enthusiasm and that trainees maintained a significantly increased level of enthusiasm three weeks after training. (Author/MJB)

**ED 155 135** SP 012 561

*Sanders, James R. And Others*  
**Elements of Quality in Elementary Classrooms.**

Pub Date Mar 78  
Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978); Not available in hard copy due to marginal legibility

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Class Management, \*Classroom Environment, \*Educational Quality, \*Elementary Education, Leadership Qualities, Student Behavior, Student Teacher Relationship, Teacher Behavior, Teacher Characteristics, \*Teaching Quality

At present, data on criteria for classroom evaluation are scarce. This study identifies elementary classroom attributes that are considered by experienced teachers in determining quality of the classroom. Characteristics of a high quality classroom listed by three groups of teachers were developed into a questionnaire survey. The survey contained demographic questions and requested teachers to rank and rate characteristics of a classroom according to their salience in determining quality. Cluster and discriminant analysis are used to identify different groups of teachers in the sample. Descriptive statistics determine the relative importance of each attribute. (Authors)

**ED 155 136** SP 012 578

*Oberlin, Lynn*  
**A Study of the Possibility of Using the MBTI to Place Students with Seminar Leaders in C.E.P. IV.**

Pub Date [78]  
Note—14p.  
**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Higher Education, \*Hypothesis Testing, Instrumentation, Predictive Ability (Testing), \*Predictive Measurement, \*Preservice Education, \*Seminars, \*Student Placement, Student Teacher Relationship, \*Test Validity

Identifiers—\*Myers Briggs Type Indicator  
Use of the Myers-Briggs Type Indicator (MBTI) in placing students with seminar leaders in an undergraduate childhood education course was investigated. Eight null hypotheses were tested individually for six areas of student perception: perception of self-in-general; self-as-teacher; self-related-to-others; others; the Childhood Education Program; and self-ratings as teachers. Students were assigned randomly to seminars, with those who had not previously taken the MBTI being required to do so. At the end of the academic year, a self-report inventory was administered to all students and their seminar leaders. Data are interpreted for each of the hypothesis tests, and their support or rejection of each of the null hypotheses is presented. Results seemed to indicate that: the difference between leaders' and students' scores (signed distance) on each of the four MBTI continua seemed to be more productive and consistent than the absolute differences; the judging-perceptive continuum of the MBTI, when used with signed distance, appears to offer information that would be helpful in placing students with seminar leaders; and MBTI data may be helpful in hiring seminar leaders. (MJB)

**ED 155 137** SP 012 582

*Sechrist, William C.*  
**The Professional Health Educator and the FIRO-B: Our Person-Profession Relationship.**

Pub Date Oct 77  
Note—16p.; Paper presented at the annual convention, American School Health Association (Atlanta, Georgia, October 14, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Health Education, Health Occupations, Interpersonal Relationship, \*Job Satisfaction, Personal Interests, \*Professional Recognition, \*Psychological Needs, Work Attitudes

An analogy is drawn between the dynamics of interpersonal relationships and the relations of health educators to the health education profession. Recommended is the use of a 54-item questionnaire, the Fundamental Interpersonal Relationship Orientation - Behavior (FIRO-B), to determine what behavior a respondent expresses toward others and what behavior is expected from others. This introspective exercise was used to determine how those involved in health education feel about their work, how they would improve the professional status of their occupation, and what can be done to improve professionalism in health education. Assuming that each individual wishes to fulfill personal needs for inclusion, control, and affection or emotional involvement, it is suggested that low levels of professional satisfaction can be due to deficiencies in these dimensions just as interpersonal incompatibility can be attributed to a lack of mutual need satisfaction. Characteristics of a profession are discussed as they relate to the satisfaction of these needs. (PBS/JD)

**ED 155 138** SP 012 593

*Dravland, V. Greene, M.*  
**Development of a Method for the Evaluation of Teacher Education Programs.**

Pub Date Jun 78  
Note—16p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Dropout Research, Effective Teaching, Higher Education, \*Institutional Research, Personality Assessment, Predictor Variables, Program Descriptions, \*Program Evaluation, \*Research Projects, Student Attitudes, Teacher Characteristics, \*Teacher Education, Teaching Skills

Identifiers—University of Lethbridge (Canada)  
A description is presented of the "Qualitative Analysis of the University of Lethbridge (Alberta) Teacher Education Program" (QAULTEP). The overall objective of QAULTEP is to develop a model for the evaluation of teacher education programs and specifically to identify: (1) categories of pre-education variables that will best predict success in an education program; (2) changes in students (attitudinal, academic, skill development, etc.); (3) variables and categories of variables that are related to success within an education program; (4) varia-

bles and categories of variables related to teacher success; (5) characteristics of effective teachers; (6) characteristics of ineffective teachers; (7) characteristics of teachers who select themselves out of the program; and (8) the most important components of a teacher education program. The study is divided into three phases. Phase I deals with relationships between pre-education factors such as personality assessments, English competencies, admission grades and courses, and ratings in the first field experience course, and variables relating to success in the education program. Phase II examines relationships among variables within the education program such as evaluations of success in student teaching, fourth-year courses, and subject areas. Phase III relates success in the education program to placement and effectiveness in teaching. A description of studies completed in the QAULTEP data categories is presented; current studies are outlined; and future directions for the program are indicated. A bibliography of completed and current studies is appended. (MJB)

**ED 155 139** SP 012 622

*Toepfer, Conrad, Jr., Ed.*  
**The Supervisor and Curriculum Worker: Commitment and Competence.**

New York State Association for Supervision and Curriculum Development.

Pub Date 77

Note—46p.

Journal Cit—IMPACT on Instructional Improve-

ment; v13 n1, 1977.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Elementary School Supervisors, \*Evaluation Criteria, Higher Education, High School Supervisors, Inservice Teacher Education, Needs Assessment, \*Performance Based Education, Preservice Education, Role Theory, Skill Analysis, \*Skills, Staff Improvement, \*Supervisory Training

Identifiers—\*Curriculum Specialists, \*Resource Staff

Competency-based skills necessary for improving the professional role and function of curriculum supervisors and developers are researched and identified. The role of the curriculum worker is categorized under four headings and rationale provided for each: (1) coordination of curriculum planning and development; (2) definition and application of curriculum theory; (3) design and application of curriculum research; and (4) provision of aid in filling inservice needs of staff. The place of curriculum workers as supporting staff members in school systems is surveyed. An outline relating 174 competency items to the curriculum worker's role and functions (management, program and instructional improvement, interpersonal relations, and research) is developed. Examples of assessment of two of these competencies are presented, giving statements of competency subdivisions in behavioral terms, a description of assessment setting and personnel involvement, and a list of criteria on which the assessment is made. Four major issues of concern to college staff and practicing school administrators and supervisors in designing and implementing competency-based supervisory issues are discussed, subissues identified, and suggested solutions and implications offered. These four major issues are: competency identification; learning experiences; competency assessment; and program governance. (MJB)

**ED 155 140** SP 012 634

*Purcell, Thomas D. Seiferth, Bernice*  
**Experiences of Student Teachers and Attitudes Toward College Preparation.**

Pub Date [78]

Note—27p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Adjustment Problems, \*Attitudes, Behavior Problems, \*Demography, Higher Education, \*Preservice Education, \*Problems, \*Program Evaluation, Student Behavior, \*Student Teachers, Surveys, Training Techniques

Perceived problems of elementary and secondary student teachers encountered during the student teaching sequence are measured and analyzed. In addition, perceptions of the adequacy of preservice training to meet these problems are elicited. Four hypotheses are tested in the investigation: (1) discipline would rank as the number one problem for all categories of student teachers; (2) distribution of student teachers by sex and teaching level would be approximately

equal; (3) distribution by sex and size of community would be comparable; and (4) distribution by sex and enrollment of school would also be comparable. Development of the questionnaire is discussed, and a review of the pertinent literature is presented. Analyses based on intercorrelations of questionnaire data and a comparison of demographic groups on questionnaire scales are summarized. On an absolute basis, ratings of problems were relatively low. The highest problem rating (student characteristics and behavior) rated "occasional" to "frequent minor difficulty." Preparation was judged more negatively with medial rating near the "somewhat prepared/somewhat unprepared" level. Data also indicated that more women than men chose to teach at lower grade levels, and that, consequently, more of the females are in smaller schools than larger schools. It also appeared that the majority of the student teachers are student teaching in relatively small communities, but that job openings may be in urban areas. (MJB)

ED 155 141 SP 012 643

Holt, Ladd Uhlenberg, Don  
**Dropout Factors in the Process of Influencing Classroom Change Through Teacher Education.**  
Pub Date 78

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Beginning Teachers, Class Organization, \*Educational Change, \*Elementary School Teachers, \*Grouping (Instructional Purposes), Individualized Instruction, \*Mathematics Instruction, Performance Factors, \*Preservice Education, Small Group Instruction, \*Teaching Methods

New and innovative approaches to teaching in elementary schools are often advocated by university teacher education programs but fail to reach the actual classroom. This phenomenon was explored by interviewing graduates from the University of Utah elementary education program. These teachers were required to take two courses designed to prepare them to teach mathematics in elementary school. The first was designed to assist future teachers in gaining proficiency in the processes of mathematics as learners. The second helps them to learn how to teach mathematics to children. In these courses the approach has a process rather than a content orientation that asks the learner to engage in the activities of thinking, experimentation, problem solving, and verification with concrete models instead of mere memorization. The research into implementation of this teaching method had three aims: determine to what extent the graduates were using this approach in their classrooms; investigate the reasons why those who were only using the approach partially were not incorporating it in their teaching to a greater extent; and determine whether any differences existed in the responses made by teachers who had been teaching for different lengths of time. It was discovered that beginning teachers were inclined to use the teaching methods commonly in use in their schools rather than to innovate, but that teachers with more experience increasingly used the innovative approach they had learned at the university. The teachers revealed that while they understood, accepted, and valued the approach, and knew how to teach it to small groups of children, they were not taught how to organize and manage their classrooms so they could utilize it in their math programs. (JD)

ED 155 142 SP 012 646

Alden, Elaine And Others.  
**An Examination of the Sex Bias of Student Teachers.**

Note—14p.

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Discriminatory Attitudes (Social), Higher Education, \*Sex Stereotypes, \*Student Teachers, Surveys

Identifiers—\*Sex Bias

In an effort to determine the extent of sex bias and sex-role stereotyping in the attitudes and awareness of student teachers, a 50-item questionnaire was developed and tested. Five general areas of sex bias were investigated: (1) career and the world of work; (2) family and home management; (3) education; (4) sports and health; and (5) male/female relationships. One hundred thirty-nine Southern Illinois University (Carbondale) students enrolled in 1977 student teaching completed the questionnaire. Interpretation

of responses indicated that male subjects' response patterns were more supportive of stereotyped sex roles than were females' responses and that secondary education teacher trainees exhibited greater sex stereotyping than elementary education teacher trainees. A third comparison, between the scores of whites and nonwhites, was inconclusive due to the small sample size for nonwhites (6 out of 139). (MJB)

ED 155 143

SP 012 675

Wheeler, Ann

**An Examination of Teaching Competencies Derived from the Models of Teaching and Their Relationship to Generic Skills.**

Pub Date Feb 78

Note—37p.; Paper presented at the Annual Meeting, Association of Teacher Educators (58th, Las Vegas, Nevada, February, 1978)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Comparative Analysis, Higher Education, Preservice Education, \*Teaching Models, \*Teaching Skills

A cross-matched list of teaching competencies was derived from the Florida Essential Competencies List and the Carey Validation of Self-Evaluation Procedures for Identifying Instructional Needs of Teacher Centers. This list of teaching skills was then used to determine competencies embedded in four models of teaching—a creative process model, a scientific inquiry model, a concept formation model, and a concept attainment model. Sixteen responses from individuals with expertise in models of teaching and instructional design were used to determine the congruence between the models and the skills list in each of five skill categories: planning instruction, evaluating learning, communicating with peers and parents, classroom management, and teacher evaluation. Responses indicated that at least 75 percent of the competencies in each of the four models had congruence to generic skills. Implications for teacher education programs are discussed. A list of teaching competencies is appended. (MJB)

ED 155 144

SP 012 698

Channon, Geraldine L. Brown, Wilfred J.

**Education: A Continuing Priority Canadian Teachers' Federation, Ottawa (Ontario).**

Pub Date 78

Note—87p.

Available from—Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, Ontario, Canada K2P 1B4 (\$3.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Changing Attitudes, Educational Finance, Equal Education, Foreign Countries, \*Futures (of Society), \*Government Role, \*Government School Relationship, \*Social Change, Student Teacher Ratio, \*Teacher Attitudes, \*Teacher Employment

Identifiers—\*Canada

The results of a conference of Canadian teacher associations are presented and interpreted. The principal themes of the conference were teacher unemployment and the financing of education. A review of developments in education and teaching in Canada over the past few years and implications for the future comprise the body of this report. Statistics on school population, expenditures, and student teacher ratio in the Canadian provinces are presented in tabular form. (JD)

ED 155 145

SP 012 700

Treat, Carol Lou Bormaster, Jeff

**TLC II. Talking, Listening, Communicating II. A Curriculum Guide for Small Groups.**

Pub Date Jan 78

Note—193p.; For related document, see SP 012 701

Available from—Carol Lou Treat, 8807 Merion Circle, Austin, Texas 78754 (\$8.00)

Document Not Available from EDRS.

Descriptors—\*Affective Objectives,

\*Communication Skills, \*Decision Making Skills, \*Discussion Groups, Elementary Secondary Education, Humanistic Education, \*Human Relations, \*Learning Activities, Problem Solving, Self Concept, Small Group Instruction, Teaching Guides

This workbook provides affective education activities in building human relations skills in elementary and secondary school students in small discussion groups. Goals of the talking-listening-communicating (TLC) groups are: to develop

positive regard for individual differences; to build a sense of belonging; to foster horizontal, nonauthoritative relationships; and to maximize the development of human potential. The workbook is divided into six sections: (1) getting ready to lead—philosophy behind and techniques for conducting TLC groups; (2) building groups—developing a group perspective among individual participants; (3) tapping group creativity—activities promoting cooperation and teamwork among group members; (4) group decision making—building consensus-making skills; (5) group problem solving—activities for identifying, analyzing, and solving problems through group methods; and (6) final words—a precautionary note on the importance of bringing the group experience to an effective close. (MJB)

ED 155 146

SP 012 701

Bormaster, Jeff Treat, Carol Lou

**TLC. Talking, Listening, Communicating. A Curriculum Guide for Small Groups.**

Pub Date 75

Note—140p.; For related document, see SP012 700

Available from—Ms. Carol Lou Treat, 8807 Merion Circle, Austin, Texas 78754 (\$8.00)

Document Not Available from EDRS.

Descriptors—\*Affective Objectives,

\*Communication Skills, Discussion Groups, Elementary Secondary Education, Humanistic Education, \*Human Relations, \*Learning Activities, \*Self Concept, \*Small Group Instruction, Teaching Guides

This workbook on talking, listening, and communicating (TLC) furnishes curriculum materials for the elementary-secondary school teacher planning small group affective education activities. The workbook is divided into six sections: (1) teacher preparation—techniques for building a sense of groupness; (2) group preparation—helping members to know one another, develop trust, and form standards of group behavior; (3) communicating—activities teaching listening and talking skills; (4) self-activities developing students' abilities to understand themselves; (5) person-to-person—student activities for developing relationships with others; and (6) closure—activities for bringing a TLC group to an end which reflect gains made during the group experience. Each instructional section includes a series of warmup exercises, discussion topics, activities, "Dear TLC" letters (intended as focus for discussion), and music/poetry expression activities. (MJB)

ED 155 147

SP 012 704

Robbins, Jerry H.

**The Supply of Teachers from Arkansas Institutions, 1977 and 1978.**

Pub Date May 78

Note—25p.; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Choice, Comparative Statistics, \*State Colleges, \*Statistical Surveys, \*Teacher Education, \*Teachers Colleges, \*Teacher Supply and Demand

Identifiers—Arkansas Association Colleges Teacher Education

It has been documented that on the national level there are more teachers looking for jobs than there are positions available. According to a number of national surveys, the number of persons preparing to become teachers has decreased in recent years. A survey of Arkansas institutions of teacher education compared statistics of the number of teachers prepared by sixteen schools of education in 1977 and the projected estimates of how many will be prepared in 1978. While all categories of teachers with the exception of female elementary teachers are expected to show some decrease from 1977 to 1978, some categories are expected to decrease much more than others. The largest decreases expected are in the area of secondary school teachers, particularly males. The sharpest drop in teacher preparation is projected to be in for males in special education. (JD)

ED 155 148

SP 012 737

Bedworth, David A. Bedworth, Albert E.

**Health Education: A Process for Human Effectiveness.**

Pub Date 78

Note—390p.

Available from—Harper & Row Publishers, 10 East 53d Street, New York, New York 10022 (\$9.95)

Document Not Available from EDRS.

Descriptors—\*Behavioral Sciences, Community Health, Educational Philosophy, Environmental Influences, Health Books, \*Health Education, \*Health Needs, \*Human Living, Psychological Patterns, Self Care Skills, \*Social Factors, Textbooks

The major emphasis of this book is upon the psychological and sociological implications, rather than the biological and pathological foundations, of health education. It is divided into three major parts. Part One, "Philosophical Foundations of Health Education," consists of four chapters that emphasize the necessity for the development of a philosophy of health education and discuss the various factors that influence health, the evolutionary patterns of health education, and the bases for health education. Part Two, "Psychological/Sociological Perspective of Health Education," consists of four chapters that stress the relation of human needs to health, how health contributes to human effectiveness, the principles of learning as a basis for health educational processes, and the role of human motivation. Part Three, "The School/Community Health Education Program," directs attention to the practice of health education, building upon the philosophy and principles discussed in parts one and two. Four appendices include a glossary of terms, sources of learning aids, a summary of health systems agency legislation, and an American Public Health Association position paper. (JD)

ED 155 149 SP 012 738

Elliot, Margaret E. And Others

Play With A Purpose. A Movement Program for Children, Third Edition.

Pub Date 23 Feb 78

Note—441p.

Available from—Harper and Row, Publishers, Inc., 10 East 53rd Street, New York, New York 10022 (\$10.95)

Document Not Available from EDRS.

Descriptors—Decision Making, Educational Theories, Elementary Secondary Education, Individualized Programs, \*Motor Development, \*Movement Education, \*Physical Education, \*Play, \*Playground Activities, Program Planning, Student Participation

Play is viewed as an activity through which children learn to meet and interact with the environment, and is examined in respect to its theoretical framework, to various movement activities and to its relationships with other learning activities. Part One, "Framework for the Movement Program," examines theories of play and elements of successful play programs, participants in play, and the planning of play activities. Part Two, "Activities," examines play from three perspectives: (1) developing movement skills (basic movement, gymnastics, movement potential); (2) movement with objects and implements (manipulative skill development, use of feet and hands, manipulating objects with implements); and (3) developing rhythmic movement (creative, traditional, and contemporary dance forms). Part Three, "Related Material," integrates play with other subject areas, seasonal activities, and various forms of competition and tournaments. Part Four, "Appendix," provides information on equipment and supplies, the construction of selected equipment, sources of special equipment, and facility requirements. Emphasis throughout the text is on student participation in decision making and on individual growth according to individual timetables. Numerous diagrams and photographs amplify the text. (MJB)

ED 155 150 SP 012 739

Jones, Kenneth L. And Others

Health Science. Fourth Edition.

Pub Date Jan 78

Note—834p.

Available from—Harper and Row, 10 East 53rd Street, New York, New York 10022 (\$13.95)

Document Not Available from EDRS.

Descriptors—Disease Control, Drug Abuse, \*Health Books, \*Health Education, Human Body, \*Individual Development, Nutrition, \*Physical Environment, Physical Fitness, \*Physical Health, Prosocial Behavior, Sexuality, Social Responsibility

The central theme of this book is that each person is responsible for his or her own physical well-being. It offers factual knowledge of which forms of behavior are beneficial and why and emphasizes the need for positive motivation toward healthful living. The major categories

covered in 24 chapters are: (1) emotional and neurological health; (2) the use and abuse of addictive materials; (3) nutrition, diet and weight control; (4) world resources, population, and environmental quality; (5) human sexuality; (6) consumer health, physical fitness, and health services; and (7) diseases, their causes and control. Each chapter concludes with a summary and a glossary of terms. (JD)

ED 155 151 95 SP 012 740

DeVault, Marjorie L. And Others

Curricula, Personnel Resources, and Grouping Strategies.

Central Midwestern Regional Lab., St. Ann, Mo. ML-GROUP for Policy Studies in Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Spencer Foundation, Chicago, Ill.

Pub Date Mar 77

Grant—NIE-G-77-0004

Note—91p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Class Organization, \*Classroom Research, \*Evaluation Criteria, \*Grouping (Instructional Purposes), Instructional Staff, \*Resource Allocations, \*Staff Utilization

Identifiers—\*Achievement Factors

Teacher management of the extensity (duration) and intensity (abundance) of resources is identified as a major factor in pupils' active learning in classroom situations (time and effort expended in learning a task). Seven compensatory education curricula evaluations in the Project Follow Through Study ('74) serve as the data base for the analysis. Personnel resource extensity of each of the curricula is examined, and the relationship between teaching strategy and these resources is determined and related to pupil's educational experience (grouping and time allocation of personnel). The values of critical resource variables (number of teachers, aides, volunteers, enrollment figures, attendance) in the seven studies are tabulated and compared to determine resource intensity, and the use of teaching strategies is determined both in this resource context and in the context of experiences deemed desirable for compensatory education programs (curricular issues, grouping, and individualization strategies, instructional roles). Data indicate that (1) curricular selection is related to resource availability; (2) similarly resourced classes vary considerably in grouping sizes and in the extensiveness of individual work; (3) grouping and individualization are strongly dependent on the curriculum; (4) strategies may be strongly goal related; (5) small group and individual work of aides generally follows the same pattern as that of teachers; and (6) volunteers and aides are not generally used to free the teacher for more direct pupil instruction. It is concluded that curricular approach and goals, time allocations, grouping and individualization strategies, and teaching and supervisory personnel must all be taken into account in assessing effectiveness. Curricular goals are necessary for evaluating pupil outcome; time allocations represent teaching extensity; and the remaining factors represent teaching-learning intensity. (MJB)

ED 155 152 SP 012 753

Rosenshine, Barak

Instructional Principles in Direct Instruction.

Pub Date Mar 78

Note—15p.; Paper presented at the Annual Meeting, American Educational Research Association (Toronto, Canada, March 27-31, 1978)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Achievement Gains, \*Case Studies (Education), \*Educational Practice, Educational Principles, \*Elementary Education, Fundamental Concepts, Mathematics Instruction, Reading Instruction, \*Teaching Techniques

Three elementary school programs are examined for principles of direct instruction positively related to increased levels of student academic performance in reading and mathematics. "Direct instruction" refers to activities that cover content at low error rate while involving students in academically relevant pursuits. Such activities include emphasizing academic work, teacher-directed instruction, controlled practice, supervising seatwork, and working with students in small groups. The major program analyzed is the Oregon Direct Instruction Follow Through Model, with direct instruction characteristics examined in six areas: allocated time; in-

structional setting; controlled practice in small groups; reinforcement; monitoring progress, providing remediation, and accelerating students; and design of materials and instruction. Two other programs examined for direct instruction principles are the Texas First Grade Reading Group Study and the Missouri Mathematics Effectiveness Project. An overall picture of direct instruction is presented consisting of seven general observations. (MJB)

ED 155 153 95 SP 012 754

Colbert, C. Dianne Wang, Margaret C.

The Study of Teacher Behaviors in an Adaptive Learning Environment.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 78

Note—18p.; Paper presented at the Annual Meeting, American Educational Research Association (Toronto, Canada, March 27-31, 1978)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Patterns, \*Classroom Environment, \*Environmental Influences, Interaction Process Analysis, \*Multigraded Classes, Student Behavior, \*Student Teacher Relationship, \*Teacher Behavior

Identifiers—Classroom Observation Record

A multi-aged primary classroom environment was observed to determine (1) the degree to which teacher behaviors specified by developers of an adaptive learning environment (ALE) are actually exhibited by the teachers, (2) the nature of classroom processes and interactions between teachers and students in an ALE, and (3) the extent to which contextual variables alter teacher behavior. Forty-six five to eight year old students in an instructional program of prescriptive and exploratory components were observed, along with their two head teachers and one instructional aide. Two preplanned observation schedules were used to record frequencies of observed student and teacher behaviors in the ALE over a six-week period. Observational data provided explicit information about the nature and patterns of teacher functions in the ALE, functions that may be divided into consultative and management facets. Analyses of teacher behavior patterns, instructional climate based on these behaviors, student behavior patterns and their relationship to classroom processes, and patterns of teacher interaction with students of different characteristics were undertaken. The analyses indicated that teachers do direct the ALE to help students become self-directed and self-evaluating. The data also suggested that contextual variables, such as size of instructional group and subject matter, do affect the teaching patterns and teacher pupil interaction. (MJB)

ED 155 154 SP 012 756

Kaplan, Max

Leisure: Perspectives on Education and Policy.

Pub Date 78

Note—124p.

Available from—National Education Association Distribution Center, The Academic Building, West Haven, Connecticut 06516 (\$5.75)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Educational Objectives, \*Fundamental Concepts, Goal Orientation, \*Interdisciplinary Approach, \*Leisure Time, Lifestyle, Policy, Social Values

Identifiers—\*Leisure Education, \*Social Policy

This compilation of essays presents a broad introduction to substantive issues entering into leisure studies, placing emphasis on the matters of values, goals, and lifestyles. Specific educational perspectives are discussed through such aspects as language, futurology, the arts and recreation, and human values and religion. Related social policy issues considered include aging, the urban framework, business, labor and new work patterns, and the design profession. The twelve essays, appearing either as first publications or revisions of previously presented material, are grouped into three categories—introduction to concepts of leisure, educational perspectives, and policy perspectives. The essay titles follow: (1) "Origins of the New Leisure: Four Mini-Revolutions"; (2) "New Concepts of Leisure Today"; (3) "Leisure Education—For Whom, With Whom, By Whom"; (4) "A New Language for a New Leisure"; (5) "Personal Tensions, Leisure, and Futurology"; (6) "The Arts and Recreation"; (7) "Leisure, Human Values, and Religion"; (8) "The Urban Framework for New Work and Lei-



sure"; (9) "The Implications of Leisure Theory for Gerontology"; (10) "Leisure and the Design Profession"; (11) "Business, Labor, and the Four-Day Work Week"; and (12) "Leisure and the General Process of Theory/Policy." (MJB)

**ED 155 155** SP 012 757

Berclay, G. John, Ed.

**Parent Involvement in the Schools. Reference and Resource Series.**

National Education Association, Washington, D.C.

Pub Date 77

Note—42p.

Available from—NEA Distribution Center, The Academic Building, West Haven, Connecticut 06516 (\$3.50)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Classroom Participation, \*Elementary Education, Orientation, \*Parent Participation, Program Development, Program Planning, Role Theory, Task Analysis, \*Teacher Aides, \*Volunteers

This teacher-addressed discussion of parent involvement programs at the elementary school level explains why and how parents can aid teachers in classroom processes, and provides guidelines for planning, implementing, and evaluating a program at the community level. It is suggested that planning for parent involvement requires a preliminary teacher workshop (setting goals, defining roles, and establishing program policies), and a parent-teacher workshop (defining student-directed focus, program needs, and activities). Actual parent involvement entails making individual plans, contacting volunteers, and encouraging participation. With the completion of these preliminary tasks, parent orientation to the program must be performed (including an examination of the school physical plant, explaining parent role, pupil characteristics, classroom methods and materials, basic parent-behavior guidelines, and integration of the parent-volunteers into the classroom routine). General suggestions for program evaluation, activities for parents, and topics for the parent-teacher workshop are provided. Three essays on parent-volunteer programs are appended. (MJB)

**ED 155 156** 95 SP 012 758

Smith, Jeffrey K.

**Teacher Planning for Instruction.**

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Spencer Foundation, Chicago, Ill.

Pub Date Oct 77

Grant—NIE-G-77-0004

Note—67p.

Available from—ML-Group for Policy Studies in Education, CEMREL, Inc., 875 North Michigan Ave., Chicago, Illinois 60611 (\$3.00)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—**\*Componential Analysis,

\*Distinctive Features, Elementary Education, \*Lesson Plans, \*Models, \*Research Opportunities, \*Scheduling, Teacher Developed Materials, \*Teacher Role

Many decisions critical to instruction in the classroom are made prior to the beginning of the school day, and, in some cases, prior to the beginning of the school year. The allocation of time to subject areas, the organization of pupils for instructional purposes, and the determination of the content and emphasis of tasks within subject areas are all under the control of the classroom teacher. It is argued that these decisions and activities (1) can be determined with little ambiguity and their effects upon classroom instruction assessed; and (2) can be altered or adjusted with minimal cost, thus presenting a potentially powerful tool for educational research and policy. The first section of the paper provides a definition of teacher planning and examines some issues relating to what will and will not be considered planning in the paper. The second section presents a model or prototype of the process of teacher planning. Section three contains illustrative data analyses based on the model from two data sets: one from an urban school system and one from a suburban school system. Section four discusses some of the implications of the model and analyses, as well as the potential of teacher planning considerations for educational research and policy. (Author/MJB)

**ED 155 157** 95 SP 012 759

DeVault, Marjorie L. And Others

**Schooling and Learning Opportunity, Interim Report.**

Central Midwestern Regional Lab., St. Ann, Mo. ML-GROUP for Policy Studies in Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group.

Bureau No—BR 6-0646

Pub Date Oct 77

Grant—NIE-G-77-0004

Note—271p.

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.**

**Descriptors—**\*Academic Achievement, Basic Skills, \*Class Management, Classroom Arrangement, Classroom Techniques, Curriculum Planning, Grade 1, Grade 2, Learning Processes, \*Minority Group Children, Student Behavior, Teaching Methods, \*Time Blocks, \*Time Factors (Learning), Urban Schools

Full school days of first and second grades were observed in three inner city schools with primarily minority enrollments. Detailed logs were recorded of activities in terms of subject area, grouping setting, and presence or absence of teacher or aide supervision. The base data and their summaries with respect to pupil and teacher time are presented in this report. The object of this study was to examine the relation between pupil activities and learning and the amount of active learning time on a particular instructional topic and the academic achievement of the pupils. The time allocations discussed and displayed in the appendix indicate the amount of time spent by pupils and teachers in the basic subjects of language, arts, and mathematics instructional settings are defined as: (1) Supervised whole class—a teacher-directed activity that includes all pupils present; (2) Supervised subgroup—a teacher-directed activity that includes only some of the pupils present; (3) Supervised individual—a teacher-directed activity that includes one or two pupils only, including periods when an adult corrects papers with one pupil at a time and gives feedback or help with assignments; and (4) Unsupervised individual—an activity in which pupils work at their own pace, without teacher direction, although the teacher may be available to monitor work and answer questions. (JD)

**ED 155 158** SP 012 765

Bender, Peter R.

**A Developmental Assessment of Motor Performance in High M-Processing and Low M-Processing Children.**

Pub Date May 78

Note—26p.; Paper presented at the Annual Meeting, North American Society for the Psychology of Sport and Physical Activity (Tallahassee, Florida, May 21-24, 1978)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**\*Age Differences, \*Child Development, Developmental Stages, \*Elementary School Students, \*Motor Development Identifiers—\*Neo Piagetian Theory

This study was undertaken to determine whether neo-Piagetian theory might provide a functional interpretation of children's motor development, particularly linear positioning. In addition, intra-age and inter-age comparisons for both high- and low-mental-processing children were made. Pascual-Leone's Figural Intersection Test was used to select 15 high- and 15 low-mental-processing children from three public elementary schools. A linear-positioning test served as the criterion-referenced test and was defined as a multi-scheme task involving the repositioning of a pointer at the mid-position between any two of the three, four, or five completed movements along an arc of 225 degrees. Data were compared for six- and eight-year-olds on a three-scheme task, and eight- and ten-year-olds on a four-scheme task. Results indicated support for an age-related linear increase in mental processing across three dependent measures. This development appeared to be a maturational phenomenon occurring without the benefit of practice. The results also appeared to affirm that high mental processors of one age level would perform as well as or better than low mental processors of the next higher age level. It was noticed that the lower level of motor task performance than might be predicted by neo-Piagetian theory may well be due to the different focus of traditional (cognitive) developmental tasks and the present (motor task) study. The findings indicate that a

child's mental space might be an important determinant of success or failure of those motor acts that require the activation and integration of considerable motor information. (MJB)

**ED 155 159** SP 012 774

Verner, Bill Skowrup, Drew

**Racquetball.**

Pub Date 77

Note—113p.

Available from—Mayfield Publishing Company, 285 Hamilton Avenue, Palo Alto, California 94301 (\$2.95)

**Document Not Available from EDRS.**

**Descriptors—**Athletics, Games, \*Lifetime Sports Identifiers—\*Racquetball

The rules, etiquette, game techniques, and strategy of racquetball are presented in this guidebook with narrative, photographs, and diagrams. (JD)

**ED 155 160** SP 012 775

Pollock, Michael L. And Others

**Health and Fitness Through Physical Activity.**

Pub Date 30 May 78

Note—357p.

Available from—John Wiley and Sons, Inc., One Wiley Drive, Somerset, New Jersey 08873 (\$11.95)

**Document Not Available from EDRS.**

**Descriptors—**Cardiac (Person), \*Exercise (Physiology), \*Individualized Programs, Literature Reviews, Needs Assessment, Nutrition, \*Physical Activities, Physical Education, \*Physical Fitness, \*Program Development, Rehabilitation Programs

A synthesis of research findings in exercise and physical fitness is presented to provide the general public with insights into establishing an individualized exercise program. The material is divided into seven subtopics: (1) a general overview of the need for exercise and fitness and how it is an integral part of preventive medicine programs; (2) a translation of research findings on exercise, health maintenance, and performance into easily understandable terms; (3) various aspects of medical screening and fitness evaluation procedures; (4) exercise prescription and individualized approaches; (5) rehabilitation of the cardiac patient; (6) nutritional aspects of human performance; and (7) special considerations for exercise programs (shoes and clothing; the importance of warming up and cooling down; special considerations for heat, cold, altitude, and air pollution; age and sex considerations; etc.). (Author/MJB)

**ED 155 161** SP 012 777

Robbins, Jerry H.

**The Composition of Teacher Education Programs in Arkansas Institutions, 1977 and 1978.**

Arkansas Association of Colleges for Teacher Education, Little Rock.

Pub Date May 78

Note—16p.; For related document, see SP012704

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*College Graduates, \*Elementary School Teachers, Females, Higher Education, Males, \*Preservice Education, \*School Surveys, \*Secondary School Teachers, \*Special Education Teachers

**Identifiers—**\*Arkansas

A breakdown of data on the number of students completing preparation for standard teaching certificates for the first time in the state of Arkansas for 1977 and estimates for 1978 is provided. Data are categorized for each of the state's 16 teacher education institutions according to total number of teachers, numbers of elementary, secondary, and special education teachers, and number of male and female teachers within each category. For those institutions that seem to have a consistent concentration of students in some category, the institution and category are provided. (MJB)

**ED 155 162** SP 012 780

Schmid, Andrea Bodo Drury, Blanche Jensen

**Gymnastics for Women. Fourth Edition.**

Pub Date 77

Note—396p.

Available from—Mayfield Publishing Company, 285 Hamilton Avenue, Palo Alto, California 94301 (\$9.95)

**Document Not Available from EDRS.**

**Descriptors—**\*Athletics, Curriculum Design, Dance, Exercise (Physiology), \*Gymnastics, \*Movement Education, Muscular Strength,

\*Physical Education, Physical Fitness,  
\*Womens Athletics

The purpose of this book is to bring together in one volume the information necessary for a complete gymnastics program for women. It is divided into four major sections. Part one deals with conditioning the body, the importance of dance, and a short history of women's gymnastics. Part two covers the techniques and equipment for modern rhythmic gymnastics. In part three the methods of teaching artistic gymnastics, tumbling, and trampoline are outlined. The final section discusses gymnastics curriculum, demonstrations, meets, and judging. The book is illustrated with line drawings of the movements under discussion. (JD)

ED 155 163 SP 012 789

Nutting, William C.

Capacity for Quality Teacher Education Programs: Guidelines for Limiting Enrollments.

Pub Date 2 Feb 78

Note—28p.; Paper presented at the Annual Meeting, Association of Teacher Educators (58th, Las Vegas, Nevada, February 1-3, 1978); For related documents, see SP 012 790

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Admission Criteria, \*College Admission, \*Educational Quality, Facility Requirements, Higher Education, \*Policy Formation, \*Preservice Education, Quality Control, Student Teacher Ratio

Identifiers—\*Enrollment Ceilings, \*University of Utah

Rationale and guidelines for limiting enrollments in the teacher education program of the University of Utah are developed and presented. The need for such guidelines has arisen due to a State Board of Regents der. and that maximum quotas for admission to teacher education programs, based upon projected job market needs, be established. While finding this flat unacceptable, the University Council for Teacher Education saw the opportunity to implement a policy which, while meeting the letter of state requirements, was based on the capacity of the various University departments to provide "in a quality fashion" the facilities, services, and instructions for students preparing for teaching. It was held that the only legitimate grounds for restricting or limiting the numbers of students were satisfaction of the minimum requirements for admission, retention, and graduation and capacity of the departments to provide quality services. The rationale and guidelines are presented in discussions centering on six questions: (1) What minimum requirements should be established for admission, retention, and graduation? (2) What, in the opinion of faculty, are the significant characteristics of quality teacher education? (3) What are the University limitations as a whole in terms of providing adequately for the candidate's general education and well-being as a student? (4) What numerical restrictions on candidates might be placed by each of the academic departments participating in the teacher education enterprise? (5) What restrictions or limitations might be proposed by participating school districts? and (6) What is the overall capacity of the Department of Education in relation to each of the teacher education programs? (MJB)

ED 155 164 SP 012 790

Nutting, William C.

A Faculty Self-Appraisal of the Department of Education of the University of Utah. A Report of the Capacity for Quality Teacher Education Committee.

Utah Univ., Salt Lake City. Dept. of Education.

Pub Date 4 Jul 76

Note—208p.; For related document, see SP012 789

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—\*Evaluation Criteria, Goal Orientation, Higher Education, \*Preservice Education, \*Program Evaluation, \*Self Evaluation, State Universities, Teacher Education

Identifiers—\*Program Capacity, \*University of Utah

Requests from University of Utah and extra-university authorities for a comprehensive plan of program evaluation and for program capacity guidelines resulted in the issuance of this report from the University Department of Education detailing (1) departmental capacities in various teacher education programs while meeting the criterion of "quality teacher education"; (2) guidelines for specifying such capacities; (3)

"implied resolutions" revealing varying degrees of faculty opinion on departmental aims and functions; (4) evaluation questions for examining the total function of the Department of Education and facets of that function; and (5) provisions for amending any of the implied resolutions, student capacity guidelines, and evaluation guidelines. The report is divided into six chapters. Chapter One provides a history of Department attempts to state its mission, reasons for the present study, and methodology used for conducting the study. Chapter Two presents "implied resolutions" (faculty beliefs) regarding departmental goals, curriculum, faculty, teacher candidates, and extra-departmental relations. Chapter Three provides a rationale and recommended guidelines for determining optimum student capacity. Chapter four lists one hundred questions, developed from the implied resolutions, for use as tools either in evaluating the total function of the Department or in assessing any of the various facets of the total function. Chapter Five gives procedures for amending resolutions, capacity guidelines, and evaluation questions. Chapter Six presents a summary of the report. Appendixes include a conditional report on University capacity for quality teacher education, the faculty opinionnaire used to elicit views of goals and functions, tabulation of opinionnaire responses, and a summary of intensity-of-agreement scales of faculty members. (MJB)

ED 155 165 SP 012 796

Robbins, Jerry

Planning for Teacher Education in the '80's: Who Will Be the Gatekeeper?

Pub Date Apr 78

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Accreditation (Institutions), \*Governance, Higher Education, Policy Formation, \*Preservice Education, Role Theory, Schools of Education, State Boards of Education, \*Teacher Certification, \*Teacher Role, Trend Analysis

Identifiers—\*National Education Association, \*Organizational Role

The issue of control over entry into the teaching profession is discussed from the viewpoint of "the profession," i.e., the term used by the National Education Association (NEA) to describe its membership. "The profession" includes primarily classroom teachers in grades K-12, but rarely administrators or higher education personnel outside of professional education. Professors of education are also generally excluded in the use of the term. Within the issue of entry control, three matters of concern to "the profession" and to institutions of higher education (IHEs) are examined: accreditation, certification, and control over components of the undergraduate program. The importance of entry control to "the profession" is discussed in light of the present teacher surplus. The role of the NEA as a constituent member of the National Council for Accreditation of Teacher Education (NCATE) and the gradual evolution of NCATE policy to reflect views of the NEA in regard to institutional accreditation are outlined. NEA activity in the National Association of State Directors of Teacher Education and Certification and NEA development of a Model Teacher Standards and Licensure Act reflect involvement at the state level in teacher certification procedures. Proposals for control of key components of undergraduate teacher preparation programs, such as professional laboratory experiences, observation, and student teaching, represent NEA activity at the local level. The changing role of institutions of higher education (IHEs) and their constituent schools, colleges, and departments of education are discussed in relation to NEA pressures in the three areas of accreditation, certification, and program control; responses that IHEs might make to these NEA pressures are explored, and the consequences of these responses (combating, ignoring, capitalizing) are examined. (MJB)

ED 155 166 SP 012 813

Kraus, Richard

Therapeutic Recreation Service: Principles and Practices. 2d Edition.

Pub Date 14 Apr 78

Note—395p.

Available from—W. B. Saunders Company, West Washington Square, Philadelphia, Pa. 19105 (\$12.95)

Document Not Available from EDRS.

Descriptors—Fundamental Concepts, Leadership Training, \*Mentally Handicapped, Older Adults, \*Physical Activities, \*Physically Handicapped, \*Physical Recreation Programs, Professional Training, Program Development, Program Guides, Socially Maladjusted, \*Therapy, Trend Analysis

Identifiers—Historical Background

Provision of recreation programs for the ill and disabled in both institutional and community settings is the subject of this textbook directed to college/university audiences. The underlying purpose in presenting the material is twofold: to provide a theoretical rationale for the development of therapeutic recreation services for such groups as the physically disabled, mentally ill, mentally retarded, socially deviant, and dependent aging; and to offer practical guidelines for the operation of such programs, including detailed examples of activities and leadership methods. Material is divided into twelve sections, discussing: (1) the history and present status of therapeutic recreation services; (2) the rationale for therapeutic recreation services; (3) professional development in the field; (4) program planning and therapeutic techniques; (5) the relationship between mental illness and recreation; (6) recreation for the mentally retarded and learning disabled; (7) recreation for the physically disabled; (8) recreation and the aging; (9) programs for socially deviant or dependent youth; (10) selection and modification of program activities; (11) community services for the disabled; and (12) evaluation and research in therapeutic recreation. Appendices provide information on personnel standards developed by the National Therapeutic Recreation Society, competency based curricula in therapeutic recreation, films on therapeutic recreation, organizations active in the field, equipment and supply sources, and an extensive bibliography for further reading. (MJB)

ED 155 167 SP 012 814

Fair, Hollis F.

Special Physical Education: Adapted, Corrective, Developmental. 4th Edition

Pub Date Feb 78

Note—414p.

Available from—W. B. Saunders Company, West Washington Square, Philadelphia, Pa. 19105 (\$12.95)

Document Not Available from EDRS.

Descriptors—Athletics, Learning Disabilities, Lifetime Sports, Mainstreaming, Mentally Handicapped, \*Perceptual Motor Learning, \*Physical Activities, \*Physical Education, \*Physically Handicapped, Special Education, \*Teaching Methods

A basic text on physical education for the handicapped, this edition is divided into four major sections containing detailed discussion of the general topic area under consideration. The first section presents basic information about historical background, general patterns of growth and development, the nature of motor learning, and the psychology of the handicapped. The chapters in the second section are concerned with the practical aspects of providing a good physical education program for handicapped students. Ideas are suggested for effective planning and operation of the program and for instructional and evaluative procedures that foster motor learning. Section three discusses disorders that occur commonly in school-age children. To enable physical education teachers to offer appropriate programs for these students, the chapters on the various kinds of disorders briefly describe their etiology and pathology, discuss special consideration in planning the programs, and suggest kinds of activities that may be offered. The focus of the final section is on activities and programs for handicapped students. Ideas are included for modifying rules and regulations, adapting playing techniques and equipment, and devising new versions of the activities. (Author/JD)

ED 155 168 SP 012 815

Mathews, Donald K.

Measurement in Physical Education. 5th Edition.

Pub Date Feb 78

Note—495p.

Available from—W. B. Saunders Company, West Washington Square, Philadelphia, Pennsylvania 19105 (\$12.50)

Document Not Available from EDRS.

Descriptors—Evaluation Criteria, Knowledge Level, \*Measurement Techniques, Motor Development, Muscular Strength,

\*Performance Tests, \*Physical Activities, Physical Development, \*Physical Education, Physical Fitness, \*Program Administration, \*Program Development, Test Interpretation, Test Selection

#### Identifiers—Measurement Programs

Concepts of measurement in physical education are presented in this college-level text to enable the preservice physical education major to develop skills in determining pupil status, designing effective physical activity programs, and measuring student progress. Emphasis is placed upon discussion of essential statistical methods, test administration, and application of results, so that most of the tests might be administered directly from the text. The material is presented in twelve chapters detailing: (1) approaches to measurement and evaluation; (2) test selection; (3) analysis of test scores; (4) measuring strength; (5) motor fitness tests; (6) general motor ability; (7) sports skill testing; (8) cardiovascular tests; (9) nutritional measurements and somatotypes; (10) evaluation of body mechanics; (11) evaluation of social development; (12) sports knowledge tests; (13) grading in physical education; and (14) organization and administration of the measurement program. Appendices present square root tables, suggested laboratory exercises, the New Britain (Connecticut) program for physical education; youth fitness norms of the American Alliance for Health, Physical Education, and Recreation; and norms for the Kirchner Motor Fitness Test, the Oregon Motor Fitness Test, and the Canada Fitness Award. (MJB)

ED 155 169 SP 012 816

#### Jubenville, Alan Outdoor Recreation Management

Pub Date Mar 78

Note—290p.

Available from—W.B. Saunders Company, West Washington Square, Philadelphia, Pa. 19105 (\$12.95)

#### Document Not Available from EDRS.

Descriptors—Ecology, \*Facility Planning, Land Use, \*Management, Natural Resources, \*Recreational Facilities, \*Recreationists, Safety, \*Site Development, Turf Management  
Identifiers—\*Outdoor Recreation

The complex problems facing the manager of an outdoor recreation area are outlined and discussed. Eighteen chapters cover the following primary concerns of the manager of such a facility: (1) an overview of the management process; (2) the basic outdoor recreation management model; (3) the problem-solving process; (4) involvement of the public in decision making; (5) site protection and renovation; (6) vegetation management; (7) turf management; (8) fire history and management; (9) visual resource management; (10) hazard management; (11) distribution of visitor use; (12) information services (13) interpretive services; (14) concession management; (15) public safety; (16) management of intensive-use sites; (17) management of dispersed recreation areas; and (18) special contemporary management problems. (JD)

ED 155 170 SP 012 817

Godbey, Geoffrey

#### Recreation, Park and Leisure Services: Foundations, Organization, Administration.

Pub Date Apr 78

Note—364p.

Available from—W.B. Saunders Company, West Washington Square, Philadelphia, Pennsylvania 19105 (\$13.95)

#### Document Not Available from EDRS.

Descriptors—\*Administrative Agencies, Administrative Organization, Administrative Principles, Decision Making, \*Leisure Time, \*Organizational Theories, \*Parks, \*Recreation, Task Analysis

Identifiers—Leisure Services, Park Services, Recreational Centers, \*Service Organizations

This text introduces to the general reader the principal types of organizations providing recreation, park, and leisure services, and the roles that these organizations play in modern society. In addition, issues affecting the decision-making processes of such agencies are examined. The material is divided into two broad sections. Section I, Functions of Recreation, Park, and Leisure Services is devoted to the types of organizations providing leisure services and the types of clientele that they serve. Special attention is devoted to providing a brief overview of each type of or-

ganization, discussing purposes, methods of operation and organizational framework, types of services provided, methods of finance, and overall trends. Section II, Processes of Recreation, Park and Leisure Services, seeks to identify and describe the processes by which such organizations make decisions and the types of information they utilize. Particular attention is given to the role of the citizen or client in this process. (Author/MJB)

## TM

ED 155 171 TM 002 801

Schaefer, Earl S. And Others

#### Schaefer Behavior Inventory. Teacher's Manual.

Stanford Research Inst., Menlo Park, Calif.

Spons Agency—Office of Child Development

(DHEW), Washington, D.C.

Pub Date Apr 72

Contract—HEW-OS-70-134

Note—6p.; For additional information, see ED

082 856, 088 605, and 092 229

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Attention Control, Attention Span, \*Behavior Rating Scales, Elementary Education, \*Elementary School Students, Hostility, \*Preschool Children, Preschool Education, Social Adjustment, Social Relations, \*Student Behavior, \*Student Evaluation, Test Reliability  
Identifiers—\*Schaeffer Behavior Inventory, Test Manuals

This 15-item teacher rating scale measures three behavior traits: task orientation (how a child attends to and stays with classroom activities), extraversion (how readily a child interacts with other people), and hostility (how a child responds to some of the adjustments and conflict problems encountered in group activities). The scale is based upon a behavioral model developed by Schaefer from factor analytic techniques. A teacher rates a child on fifteen seven-point scales, ranging from never to always; completing the measure takes five to ten minutes. Norms and reliability data are not included in this inventory; these data are available in ED 082 856. These scales were used in the final year of the Head Start Planned Variation Study and in the pilot year of the Project Home Start Study. (BW)

ED 155 172 95 TM 006 289

Anderson, Shel Drucker, Charles B.

#### Experience-Based Career Education in Charleston, West Virginia: An Anthropological Perspective. External Evaluator's Final Report on the Experience-Based Career Education Programs, Volume II.

Educational Testing Service, Berkeley, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 76

Contract—NIE-C-74-0118

Note—94p.; For related documents, see TM 006 290-295, 525, and 927

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*Career Education, Case Studies, Educational Anthropology, Evaluation Methods, High School Students, \*Instructor Coordinators, Job Placement, Program Descriptions, \*Program Evaluation, Research Methodology, Resource Centers, Senior High Schools, Social Structure, Sociocultural Patterns, Student Attitudes, \*Student Characteristics, Student Placement, Student Reaction, Student Teacher Relationship, \*Work Experience Programs

Identifiers—Appalachia Educational Laboratory WV, \*Ethnography, \*Experience Based Career Education Program, West Virginia (Charleston)

The Experience-Based Career Education (EBCE) program was designed to provide on-site vocational experiences for high school youth in order to promote career development skills and knowledge, and knowledge of one's own interests, abilities, and values. The following skills were also emphasized: reading, problem solving, oral communication, writing, interpersonal relationships, basic mathematics, and maturation. Aimed primarily toward program replicators, this evaluation of the EBCE program in Charleston, West Virginia, systematically describes the overt and covert structures of the program, and compares its actual operations with its theoretical design. An ethnographic approach was used to study the

behavior of program participants: students, staff, and others. The research began with the construction of a model of the social structure, and continued with efforts to get to know the students. As intimacy with a group of students increased, the school's covert structure emerged. The final phase of the research included interviews with students and staff. Several issues of concern to EBCE replicators are highlighted: the student's attitude toward the program at the time of entry; the student-learning coordinator relationship; and work experience placements. The experiences of three EBCE students are described. (BW)

ED 155 173 95 TM 006 290

Anderson, Shel Drucker, Charles B.

#### Experience-Based Career Education in Oakland, California: An Anthropological Perspective. External Evaluator's Final Report on the Experience-Based Career Education Programs, Volume III.

Educational Testing Service, Berkeley, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 76

Contract—NIE-C-74-0118

Note—103p.; For related documents, see TM 006 289-295, 525, and 927; Best copy available

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—\*Career Education, Case Studies, Educational Anthropology, Evaluation Methods, High School Students, Instructor Coordinators, Job Placement, Program Descriptions, \*Program Evaluation, Research Methodology, \*Resource Centers, Senior High Schools, Social Structure, Sociocultural Patterns, Student Attitudes, Student Characteristics, Student Placement, \*Student Reaction, Student Teacher Relationship, \*Work Experience Programs

Identifiers—California (Oakland), \*Ethnography, \*Experience Based Career Education Program, Far West School CA

The Experience-Based Career Education (EBCE) program was designed to provide on-site vocational experiences for high school youth in order to promote: (1) career development skills and knowledge; (2) self-knowledge-interests, abilities, and values; (3) reading skills; (4) problem solving skills; (5) oral communication; (6) writing skills; (7) interpersonal skills; (8) basic quantitative skills; and (9) maturation skills. Aimed primarily toward program replicators, this evaluation of the EBCE program at the Far West School, Oakland, California, systematically describes the overt and covert structures of the program, and compares its actual operations with its theoretical design. An ethnographic approach was used to study the behavior of program participants: students, staff, and others. The initial research effort began with the construction of a model of the social structure, and continued with efforts to get to know the students. As intimacy with a group of students increased, the school's covert structure emerged. The final phase of the research included interviews with students and staff. Several issues of concern to EBCE replicators are highlighted: the student's attitude toward the program at the time of entry; the setting, the planned activities, and the staff; and the students' growth in career and personal maturity. Four case studies illustrate students' learning experiences. (Author/CTM)

ED 155 174 95 TM 006 291

Smith, David M. Theophano, Janet S.

#### The Academy for Career Education: An Ethnographic Evaluation. External Evaluator's Final Report on the Experience-Based Career Education Programs, Volume IV.

Educational Testing Service, Berkeley, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 76

Contract—NIE-C-74-0118

Note—107p.; For related documents, see TM 006 289-295, 525, and 927

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—\*Career Education, Case Studies, Educational Anthropology, Evaluation Methods, High School Students, Instructor Coordinators, Performance Factors, \*Program Descriptions, \*Program Evaluation, Research Methodology, Resource Centers, Senior High Schools, Social Structure, Student Attitudes, \*Student Characteristics, \*Student Reaction, Student Teacher Relationship, Vocational Counseling, \*Work Experience Programs



Identifiers—Academy for Career Education PA, \*Ethnography, \*Experience Based Career Education Program, Olney High School PA, Pennsylvania (Philadelphia)

The Experience-Based Career Education (EBCE) program was designed to provide on-site vocational experiences for high-school youth in order to promote: (1) career development skills and knowledge; (2) self-knowledge-interests, abilities, and values; (3) reading skills; (4) problem solving skills; (5) oral communication; (6) writing skills; (7) interpersonal skills; (8) basic quantitative skills; and (9) maturation skills. This ethnographic evaluation of the EBCE program in Olney High School, Philadelphia, Pennsylvania, describes what it is like to be a student in the program, what changes occur in student behavior and self image, how actual outcomes compare to the program plan, and what constitutes success in the program. The major problems observed were the inadequate coordination between elements of the program, the lack of discernable grading standards, and the lack of a feeling of community or group membership. The program seemed to work well for self directed and self motivated students and not so well for others. The main successes of the program were the students' increased self knowledge, their knowledge of the city, and to some extent, their knowledge about careers. The program staffing, physical environment, and activities are described, as well as the experiences and attitudes of several of its students. (CTM)

ED 155 175 95 TM 006 292

Durgin, Edward Charles

An Ethnographic Account of (CE)2: Experience-Based Career Education in Tigard, Oregon. External Evaluator's Final Report on the Experience-Based Career Education Programs, Volume V.

Educational Testing Service, Berkeley, Calif. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 76

Contract—NIE-C-74-0118

Note—259p.; For related documents, see TM 006 289-295, 525, and 927; appendices contain light print; Best copy available

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—\*Career Education, Career Exploration, Case Studies, Educational Anthropology, Evaluation Methods, High School Students, Individualized Programs, Instructional Staff, Instructor Coordinators, Job Skills, Learning Activities, \*Program Descriptions, \*Program Evaluation, Resource Centers, Senior High Schools, Social Structure, Student Attitudes, Student Characteristics, \*Student Reaction, Student Teacher Relationship, Vocational Maturity, \*Work Experience Programs

Identifiers—Community Experiences for Career Education, \*Ethnography, \*Experience Based Career Education Program, Oregon (Tigard)

The Experience-Based Career Education (EBCE) program was designed to provide on-site vocational experiences for high school youth in order to promote: (1) career development skills and knowledge; (2) self-knowledge-interests, abilities, and values; (3) reading skills; (4) problem solving skills; (5) oral communication; (6) writing skills; (7) interpersonal skills; (8) basic quantitative skills; and (9) maturation skills. The ethnographic approach to educational evaluation was described as being based on participant observation. The Community Experiences for Career Education program at Tigard, Oregon, had three major categories of outcomes: life skills, career development (exploration), and basic (academic) skills. Social relationships between students and staff, and among students were described. Activities at employer sites were described and evaluated. A case study concerning one student was presented in detail, and the transition from youth to adulthood was briefly discussed. (CTM)

ED 155 176 95 TM 006 293

Corder, Reginald Watkins, Richard W.

Search for and Development of Instruments Measuring Student Outcomes of Experience-Based Career Education Programs. External Evaluator's Final Report on the Experience-Based Career Education Programs, Volume VII.

Educational Testing Service, Berkeley, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 76

Contract—NIE-C-74-0118

Note—104p.; For related documents, see TM 006 289-295, 525, and 927

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Academic Achievement, \*Career Education, Career Planning, Evaluation Methods, High School Students, \*Interviews, Job Skills, \*Program Evaluation, \*Questionnaires, \*Reliability, Self Concept, Self Evaluation, Senior High Schools, Student Attitudes, Student Characteristics, Student Evaluation, \*Test Construction, Vocational Interests, Work Experience Programs

Identifiers—\*Experience Based Career Education Program

Originally, this project attempted to find appropriate existing instruments that would be useful in the assessment of desired pupil outcomes for the Experience Based Career Education (EBCE) programs. When this effort proved unsuccessful, the next step was the development of systematic observations on a time-sampling basis. When this procedure was rejected, the questionnaire was developed, to be used in conjunction with in-depth pupil interviews. For this purpose, a career-planning model was developed that was intended to cover the common features of the four EBCE schools. The questionnaire covered aspects of career interest and familiarity, career requirements for first- and second-choice careers, and self ratings with respect to school-related abilities, physical abilities, creative abilities, interpersonal skills, interests, and additional personal characteristics. There were some open-ended questions that had to be coded after the interviews. Reliabilities for the coding and for questionnaire sub-scores were computed as well as intercorrelation among some of the variables. Rationales are presented for many of the decisions required in the process of developing this instrument. Statistical data and the interview questions are appended. (CTM)

ED 155 177 95 TM 006 294

Trask, Anne E.

Experience-Based Career Education: An Interorganizational Analysis. External Evaluator's Final Report on the Experience-Based Career Education Programs, Volume IX.

Educational Testing Service, Berkeley, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 76

Contract—NIE-C-74-0118

Note—112p.; Not available in hard copy due to marginal legibility of original document; For related documents, see TM 006 289-295, 525, and 927

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Career Education, Cooperative Planning, Curriculum Development, Educational Innovation, \*Evaluation Methods, Government School Relationship, High School Students, Interagency Coordination, Interagency Planning, Learning Activities, Models, \*Organization, Program Development, Program Evaluation, \*School Industry Relationship, School Systems, Senior High Schools, \*Work Experience Programs

Identifiers—\*Experience Based Career Education Program

The Experience-Based Career Education (EBCE) program was designed to provide on-site vocational experiences for high school youth in order to promote: (1) career development skills and knowledge; (2) self-knowledge-interests, abilities, and values; (3) reading skills; (4) problem solving skills; (5) oral communication; (6) writing skills; (7) interpersonal skills; (8) basic quantitative skills; and (9) maturation skills. The problems of coordinating the goals and activities of national, regional, state, and local organizations involved in the EBCE program were analyzed separately for each of the four local EBCE sites. These problems included the task of enlisting the support of private employers, developing a permanent autonomous local Advisory Council, establishing learning centers, and coordinating the program with the local public school system. The approaches used in the interorganizational analysis are described: the employer-based approach, the curriculum development emphasis, the school system-proof model, and the school system incorporation model. (CTM)

ED 155 178

95

TM 006 295

Crech, F. Reid

Behavioral Observations at Far West School: A Description of Experience-Based Career Education. External Evaluator's Final Report on the Experience-Based Career Education Programs, Volume VIII.

Educational Testing Service, Berkeley, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 76

Contract—NIE-C-74-0118

Note—105p.; Not available in hard copy due to marginal legibility of original document; For related documents, see TM 006 289-295, 525, and 927

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavior Change, \*Career Education, Classroom Observation Techniques, Codification, Data Processing, Educational Objectives, Evaluation Criteria, High School Students, Instructor Coordinators, \*Job Skills, \*Learning Activities, \*Observation, \*Program Evaluation, Resource Centers, Senior High Schools, Student Behavior, Student Teacher Relationship, \*Work Experience Programs

Identifiers—\*Experience Based Career Education Program, Far West School CA

Twenty students in an Experience-Based Career Education program were randomly selected for two periods of observation (Fall and Spring) at two kinds of sites (work-experience and school). Observations were coded, and then compiled and analyzed by computer. Results indicated a surprising similarity between activities of the resource (work-experience) sites and at the school. Three types of behavioral change were observed: (1) changes in the subject matter areas in which students engaged; (2) modifications in instructional procedures including declines in the use of textbooks, increases in the use of workbooks, increases in student involvement in instructional groups, increases in writing activity, and decreases in the assignment of new tasks for students; and, most importantly, (3) changes in student behavior which were suggestive of increasing student maturation—increases in acceptance of responsibility and in displays of initiative. A list of student outcome objectives is appended, as well as the lexicon of code words used in recording observations of student behavior. The objectives involve career development—self-development, career decision making and planning; basic skills—oral communications, writing, reading, and basic mathematics; and life skills—interpersonal, problem solving, decision making, and inquiry. Elective life skills objectives include media skills, physical fitness, sociocultural awareness, and political awareness. (Author/CTM)

ED 155 179 95 TM 006 525

Watkins, Richard W. Corder, Reginald

Student Outcomes and Participant Opinions in Experience-Based Career Education Schools. External Evaluator's Final Report on the Experience-Based Career Education Programs, Volume VI. Appendices.

Educational Testing Service, Berkeley, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 77

Contract—NIE-C-74-0118

Note—592p.; For related documents, see TM 006 289-295, and 927; Best copy available

EDRS Price MF-\$1.16 HC-\$31.47 Plus Postage.

Descriptors—Academic Achievement, \*Career Education, Educational Objectives, Evaluation Methods, High School Students, Instructor Coordinators, Interviews, Job Skills, Parent Attitudes, \*Participant Satisfaction, \*Program Evaluation, \*Questionnaires, Reading Achievement, Research Methodology, Resource Centers, Secondary School Mathematics, Senior High Schools, Student Attitudes, Student Characteristics, \*Tables (Data), Teacher Attitudes, Vocational Interests, \*Work Experience Programs

Identifiers—\*Experience Based Career Education Program

The Experience-Based Career Education (EBCE) program was designed to provide on-site vocational experiences for high school youth in order to promote: (1) career development skills and knowledge; (2) self-knowledge-interests, abilities, and values; (3) reading skills; (4)

problem solving skills; (5) oral communication; (6) writing skills; (7) interpersonal skills; (8) basic quantitative skills; and (9) maturation skills. The appendix for the report on Student Outcomes and Participant Opinions in Experience-Based Career Education (EBCE) Schools (TM 006 927) presents data on which that report is based, plus copies of the questionnaire and interview forms used. Test copies are not included, but test score distributions and analysis of covariance of reading and mathematics achievement test scores are presented. Chi-squared tests are presented for other data comparisons when relevant. Data are presented separately for each of the four EBCE schools and for control schools. For each EBCE school, data are presented separately for current students, parents, former students, and resource teachers. (CTM)

**ED 155 180** TM 006 825

*Samejima, Fumiko*

**Estimation of the Operating Characteristics of Item Response Categories I: Introduction to the Two-Parameter Beta Method. Research Report 77-1.**

Tennessee Univ., Knoxville. Dept. of Psychology. Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date Dec 77

Contract—N00014-77-C-360

Note—136p.; Tables in appendixes may reproduce poorly due to small type

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Correlation, \*Item Analysis, \*Mathematical Models, \*Measurement Techniques, Standard Error of Measurement, Testing, Test Items

Identifiers—\*Latent Trait Theory, Tailored Testing, \*Test Theory

A method of estimating the operating characteristics of a new test item added to an established test without assuming a prior model has been proposed by the author. In this paper, the author extends this logic by proposing a different hypothesized distribution of the resulting estimate. The former method used a normal approximation; the present one uses a beta distribution. Both methods fall under the general principles of latent trait test theory. (JKS)

**ED 155 181** 95 TM 006 927

*Watkins, Richard W. Corder, Reginald*

**Student Outcomes and Participant Opinions in Experience-Based Career Education Schools. External Evaluator's Final Report on the Experience-Based Career Education Programs, Volume VI.**

Educational Testing Service, Berkeley, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 77

Contract—NIE-C-74-0118

Note—265p.; For related documents, see TM 006 289-295, and 525

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.**

Descriptors—Academic Achievement, \*Career Education, Evaluation Methods, High School Students, Instructor Coordinators, Interviews, Parent Attitudes, \*Participant Satisfaction, \*Program Evaluation, Reading Achievement, \*Research Methodology, Resource Centers, Secondary School Mathematics, Senior High Schools, Student Attitudes, \*Student Characteristics, Teacher Attitudes, Vocational Interests, \*Work Experience Programs

Identifiers—\*Experience Based Career Education Program

Student outcomes and participant opinions in four experience-based career education (EBCE) programs were compiled and compared. Difficulties were encountered in finding or creating measures for the nine goals of the program: (1) career development; (2) self knowledge; (3) reading skills; (4) problem solving skills; (5) oral communication; (6) writing skills; (7) interpersonal skills; (8) quantitative skills; and (9) maturation skills. Reading and quantitative skills were measured by a standardized test, the Comprehensive Tests of Basic Skills. Other outcomes were evaluated by structured, free response, interviews. Findings are presented from five respondent groups: students, former students, parents, resource teachers, and school staff. Results indicated strong parental support for the program because of improved student motivation; increased maturity, responsibility, and self confidence; and improved interpersonal skills. Other

groups indicated similar judgments. No significant differences in reading or mathematics achievement were found when EBCE students were compared to control groups from the same school districts. The EBCE program, in general, fulfilled its expectations. (The appended program goals, interviews, questionnaires, and data tables are presented in TM 006 525.) (CTM)

**ED 155 182** TM 006 993

*Morton, David S. And Others*

**A Comprehensive Analysis of Differences in Public and Parochial School Student Performance on Standardized Tests of Achievement.**

Pub Date Apr 77

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977); For related documents, see TM 007 157 and TM 007 493

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Academic Achievement, Achievement Tests, Basic Skills, \*Differences, Elementary Education, Elementary School Curriculum, Grade 4, Grade 8, National Norms, Parent Attitudes, \*Parochial Schools, \*Performance Factors, \*Public Schools, School Environment, Socioeconomic Status, Standardized Tests, Teacher Attitudes, Teacher Morale

Identifiers—\*Iowa Tests of Basic Skills, \*Rhode Island

This study addressed the question: Why do parochial school students in Rhode Island tend to perform better than public school students in relation to national norms on the Iowa Tests of Basic Skills (ITBS)? Data for examination of school setting and population factors were collected from interviews with teachers and administrators, a short questionnaire was administered to teachers, and computer tape records of demographic information were collected during the Rhode Island statewide testing program. Data on psychometric and test-intrinsic factors were obtained from the ITBS technical manuals, phone conversations with ITBS author A. N. Hieronymus, and scores from the statewide testing program. A variety of factors were found to contribute to the performance differences. Parochial schools had higher pupil/teacher positive in parochial schools. The curriculum of the parochial schools stressed basic procedures, parental support, and student motivation were more positive in parochial schools. The curriculum of the parochial schools stressed basic skills while the public school curriculum was more varied. A higher percentage of females attended parochial schools, and parochial students' fathers had higher occupational status. It was also found that differences in ITBS score distributions occurred at the middle and lower end of the distribution, were greatest in the language subtest, and least in mathematics. (Author/BW)

**ED 155 183** TM 006 995

**Parent Opinion Inventory. Instructions for Use. Part A. Part B.**

National Study of School Evaluation, Arlington, Va.

Pub Date 76

Note—11p.; For related documents, see TM 006 996 and 997

Available from—National Study of School Evaluation, 2201 Wilson Boulevard, Arlington, Virginia 22201 (\$1.50; 25 copies of Part A, \$1.50; 25 copies of Part B, \$0.75)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Attitude Tests, Elementary Schools, Elementary Secondary Education, Essay Tests, Evaluation, \*Parent Attitudes, \*Parent School Relationship, Rating Scales, \*School Attitudes, \*School Improvement, Scoring, Secondary Schools, Test Construction, Testing, Test Interpretation, Test Reliability, Test Validity

Identifiers—\*Parent Opinion Inventory, \*School Evaluation, Test Manuals

The Parent Opinion Inventory was developed to accomplish three goals: (1) to assess parents' attitudes toward their children's school and its programs; (2) to provide an opportunity for parents to make specific recommendations for improvement; and (3) to provide decision-making data relative to program development, policy formation, administrative organization, faculty development, and community relations. The 53 items of Part A deal with intra-student body relationships, school information services, parent in-

volvement, educational objectives, intra-school problems, school program factors, innovative programs, student activities, support services, auxiliary services, and general psychological climate. Questions are of the strongly agree-agree-disagree-strongly disagree-no opinion format. Part B consists of five open-ended questions soliciting recommendations for improvement. This manual includes a description of the development of this inventory, instructions for administering it, instructions for scoring and interpreting the test, and reliability and validity data. One copy of Part A and Part B are included in full. (BW)

**ED 155 184** TM 006 996

**Student Opinion Inventory. Instructions for Use. Part A. Part B.**

National Study of School Evaluation, Arlington, Va.

Pub Date 74

Note—12p.; For related documents, see TM 006 995 and 997

Available from—National Study of School Evaluation, 2201 Wilson Boulevard, Arlington, Virginia 22201 (\$1.50; 50 copies of Part A, \$0.75; 50 copies of Part B, \$0.50)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Attitude Tests, Elementary Schools, Elementary Secondary Education, Essay Tests, Evaluation, Rating Scales, \*School Attitudes, School Improvement, Scoring, Secondary Schools, \*Student Attitudes, \*Student Opinion, \*Student School Relationship, Test Construction, Testing, Test Interpretation, Test Reliability, Test Validity

Identifiers—\*School Evaluation, \*Student Opinion Inventory, Test Manuals

An important part of any school's self-evaluation is student input or feedback. This inventory was developed in order to accomplish two goals: assessing student attitudes toward many facets of the school, and providing an opportunity for students to make recommendations for improvement. Thirty-four multiple choice items collect information on students' attitudes toward teachers, counselors, the administration, other students, the curriculum and instruction, participation, and school image. Five open-ended items solicit students' recommendations for improvement. This manual includes a description of the development of this inventory; instructions for its administration, scoring, and interpretation; and reliability and validity data. The entire inventory is appended. (BW)

**ED 155 185** TM 006 997

**Teacher Opinion Inventory. Instructions for Use. Part A. Part B.**

National Study of School Evaluation, Arlington, Va.

Pub Date 75

Note—12p.; For related documents, see TM 006 995 and 996

Available from—National Study of School Evaluation, 2201 Wilson Boulevard, Arlington, Virginia 22201 (\$1.50; 25 copies of Part A, \$1.25; 25 copies of Part B, \$0.75)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Attitude Tests, Elementary Schools, Elementary Secondary Education, Essay Tests, Evaluation, Rating Scales, \*School Attitudes, \*School Improvement, Scoring, Secondary Schools, \*Teacher Attitudes, \*Teacher Morale, Test Construction, Testing, Test Interpretation, Test Reliability, Test Validity

Identifiers—\*School Evaluation, \*Teacher Opinion Inventory, Test Manuals

Teaching staff represent a powerful influence on program development. Therefore it is essential that their opinions be ascertained and analyzed in a school evaluation. The Teacher Opinion Inventory was developed to accomplish three goals: (1) to assess teacher opinion toward many facets of the school; (2) to provide teacher recommendations for improvement; and (3) to provide decision-making data relative to program development, policy formation, administrative organization, faculty development, and community relations. Part A of the inventory consists of 64 multiple-choice items which deal with organization and administration; curriculum and instruction; student discipline, counseling, and advisement; school/community relations; and job satisfaction. Part B consists of five open-ended questions soliciting suggestions for school improvement. This

manual includes a description of the development of the inventory; instructions for its administration, scoring, and interpretation; and reliability and validity data. The entire text of the inventory is included. (BW)

**ED 155 186** TM 006 998

*Manlove, Donald C., Ed.*  
**Secondary School Evaluative Criteria: Narrative Edition. A Guide for School Improvement.**

National Study of School Evaluation, Arlington, Va.

Pub Date 75

Note—191p.

Available from—National Study of School Evaluation, 2201 Wilson Boulevard, Arlington, Virginia 22201 (\$7.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Academic Standards, Administrator Evaluation, \*Check Lists, Curricular Activities, Community Characteristics, Curriculum Evaluation, Educational Facilities, Educational Objectives, Evaluation, \*Evaluation Criteria, \*Evaluation Methods, \*Guidelines, High Schools, Library Services, Personnel Evaluation, Program Evaluation, Pupil Personnel Services, Rating Scales, Resource Centers, School Personnel, Secondary Education, \*Secondary Schools, \*Self Evaluation, Student Characteristics, Teacher Evaluation

**Identifiers**—\*School Evaluation, Test Manuals

The National Study of School Evaluation undertook a major effort to develop new materials for evaluating secondary schools and their programs, resulting in the development of this volume. The entire system consists of eleven sections: (M) Manual; (N) School and Community; (O) Philosophy, Objectives and Priorities; (P) Design of Curriculum; (Q) Instructional Areas; (R) Individual Faculty Data; (S) School Staff and Administration; (T) Learning Media Services; (U) Student Personnel Services; (V) Student Activities; and (W) School Plant and Facilities. The "Manual" provides an overview of the evaluation process and explains in detail how the materials may be used. The section on "School and Community," together with the section on "Philosophy, Objectives and Priorities," gather data and assist in examining the school's existing philosophy in light of that data. The remaining eight sections use a common format with five points: principles, nature of the program, evaluation, plans for improvement, and current status. The school evaluation should take place in three steps: a self-evaluation using this system, an evaluation by a visiting committee, and a consideration and follow-up of the evaluation findings by the school. (Author/BW)

**ED 155 187** 95 TM 007 030

*Godbout, Robert C. And Others*

**The Problem of Spurious Significance in Classroom Education Research.**

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 77

Contract—NIE-C-74-0088

Note—171p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

**Descriptors**—\*Classroom Research, Educational Experiments, Educational Research, \*Hypothesis Testing, Mathematical Models, Probability, \*Research Problems, \*Simulation, \*Statistical Analysis, \*Tests of Significance

**Identifiers**—Chance Expectation Test, Nonchance Expectation Test, Statistical Power, Type I Error

The problem of spurious significance in multivariate exploratory research is discussed. When a very large number of statistical tests are performed, many tests will be significant on the basis of chance alone. To counter this problem, the use of two sign tests to analyze sets of results has been suggested; the chance expectation [CE test] assesses whether the number of obtained significant results exceeds the average number of significant results expected on the basis of chance, and the nonchance expectation [NCE test] assesses whether the number of significant results is highly improbable. The characteristics (Type I error rate and statistical power) of these two tests were studied using computer simulation procedures. Application of the CE and NCE tests was found to be reasonable for large sets of results, regardless of the dependence among

results: On the basis of the simulation results, specific recommendations for application of the two tests have been proposed. If these tests identify a significant set of results, then they can be applied to smaller and smaller subsets of the results in order to identify the most likely sources of valid relationships. Example applications of the tests to five educational research investigations are given. (Author/CTM)

**ED 155 188** TM 007 064

*Pecorella, Patricia A. Bowers, David G.*

**Future Performance Trend Indicators: A Current Value Approach to Human Resources Accounting. Report II: Internal Consistencies and Relationships to Performance in Organization VI. Technical Report.**

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date Oct 76

Contract—N00014-76-C-0362

Note—133p.; For related document, see ED 132 160; Appendices may reproduce poorly; Best copy available

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

**Descriptors**—\*Accounting, Attendance, Cost Effectiveness, Data Analysis, Evaluation Criteria, Evaluation Methods, Group Dynamics, \*Human Resources, Job Satisfaction, Leadership, Management, \*Management Information Systems, Manufacturing Industry, Organizational Climate, \*Organizational Effectiveness, Performance, \*Performance Criteria, Productivity, \*Reliability, Statistical Data, Supervision, Surveys

**Identifiers**—\*Human Resource Accounting, Survey of Organizations (Taylor and Bowers)

Conventional accounting systems provide no indication as to what conditions and events lead to reported outcomes, since they traditionally do not include measurements of the human organization and its relationship to events at the outcome stage. Human resources accounting is used to measure these additional types of data. This research is concerned with developing and refining a methodology for human resources accounting of a present value type; that is, estimating the future productive potential of current human resources. A previous analysis of five organizational data sets addressed the issues of internal consistency of the key survey indexes; the length of performance periods and the internal consistency for multi-month periods; and the size of zero-order survey-to-performance correlation coefficients by site. In this report, results of these basis analyses are described for a sixth organization. The Survey of Organizations was the measure of organizational functioning; total variable expense and absenteeism rate were the performance measures. These measures were found to be sufficiently reliable for use in further analysis, and the relationships of survey to performance data were generally statistically significant. (BW)

**ED 155 189** TM 007 069

*Coker, Homer Lorentz, Jeffrey L.*

**Growth in Reading as a Correlate of Student Classroom Behavior.**

Pub Date Dec 76

Note—26p.; Paper presented at the Annual Meeting of the National Reading Conference (26th, Atlanta, Georgia, December 5-7, 1976); For related document, see TM 007 070

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Adjustment (to Environment), Age Differences, Classroom Environment, Classroom Observation Techniques, Elementary Education, \*Predictor Variables, \*Reading Achievement, \*Reading Comprehension, Socioeconomic Influences, Statistical Data, \*Student Adjustment, \*Student Behavior

**Identifiers**—Coping Analysis Schedule for Educational Settings, Iowa Tests of Basic Skills

Systematic classroom observation instruments were used to study the relationship between student coping style and student growth in reading. Classroom behaviors were recorded in the fall and the following spring with the Coping Analysis Schedule for Educational Settings (CASES). Data were analyzed separately for two types of classroom settings: either teacher directed settings (class as a group) or program directed settings (individual tasks). Multiple regression analyses identified those variables which contributed most

to the prediction of reading achievement in the spring. In addition to grade level, previous reading achievement, and socioeconomic level, these variables included particular coping behaviors: Other-directed, and Compliant behaviors in teacher-directed settings; and low Peer-Dependent, high Inner-directed Task-oriented, low Passive withdrawn, and low Inappropriately Self-directed behaviors in program directed settings. (CTM)

**ED 155 190** TM 007 070

*Coker, Homer Lorentz, Jeffrey L.*

**An Examination of Student Coping Style, Teacher Control and Student Achievement in Reading.**

Pub Date Dec 75

Note—31p.; Paper presented at the Annual Meeting of the National Reading Conference (25th, December 4-6, 1975, St. Petersburg, Florida); For related document, see TM 007 069

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Adjustment (to Environment), \*Class Management, Classroom Environment, Classroom Observation Techniques, Elementary Education, \*Predictor Variables, \*Reading Achievement, Reading Comprehension, Socioeconomic Influences, Statistical Data, \*Student Behavior, Student Teacher Relationship, \*Teacher Behavior, Teaching Techniques

**Identifiers**—Coping Analysis Schedule for Educational Settings, Florida Climate and Control System

Systematic classroom observation instruments were used to study the relationship between observed classroom behaviors—specifically student coping style and teacher control—and student growth in reading. Classroom behaviors were recorded in the fall and the following spring with the use of the Coping Analysis Schedule for Educational Settings for student behaviors, and the Florida Classroom Climate and Control System for teacher behaviors. Data were analyzed separately for two types of classroom environment: either teacher directed settings or program directed settings. Multiple regression analysis of mean scores on all variables for 60 classrooms was used to identify the predictors of reading achievement at the end of the school year. Reading achievement tests appropriate for the particular grade level (between grade 1 and grade 7) were administered; they included The Scott Foresman Initial Survey Test, the Comprehensive Tests of Basic Skills, and The Iowa Tests of Basic Skills. Socioeconomic status and various scores from the two rating scales also predicted most of the reading scores variance. (CTM)

**ED 155 191** TM 007 073

*Uther, Elaine F.*

**Assessing the Teaching Effectiveness of an Audio-Visual Program Relating to the Intensive Office Program in Business Education.**

Note—14p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Audiovisual Aids, \*Audiovisual Programs, Business Education, Curriculum Evaluation, Evaluation Methods, \*Formative Evaluation, Higher Education, Instructional Materials, \*Instructional Media, Material Development, Objective Tests, \*Office Occupations Education, Program Evaluation, \*Slides, \*Tape Recordings, Teacher Developed Materials, Teacher Education

The effectiveness of a teacher-made slide-tape presentation for training experienced business teachers to teach the Intensive Office Program (IOP)—a high school course incorporating office practice, office machines, advanced typewriting and shorthand—was field tested. Three groups were involved: undergraduate non-business education students, undergraduate business education students, and graduate business education teachers enrolled in the 1976 summer course to become IOP teachers. All were given a 43-item true-false quiz and written guidelines for IOP, before and after viewing the presentation. Pretest-post test differences were significant for all three groups. Item analysis was made to identify test items needing revision. Those 15 concepts answered incorrectly by at least 20% on the post test were reviewed for slide and script clarity, as well as test item content. In conclusion, the present slide tape was found to be effective, but certain areas needed improvement. Additional development is recommended. (CP)

**ED 155 192** TM 007 077

**Standard Operating Procedures for Collecting Data Requested by the Federal Government.**



New Jersey State Dept. of Education, Trenton.  
Office of Management Information.

Pub Date Aug 77

Note—16p.; For related document, see ED 146 226

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Administrative Policy, \*Data Collection, Elementary Secondary Education, Federal Government, \*Federal State Relationship, Government School Relationship, School Districts, \*State Departments of Education, State Government, \*State School District Relationship, \*Statewide Planning

Identifiers—\*New Jersey

Federal requests to collect data from local school systems originate at the federal program level; and through a series of processes, are placed before the Council of Chief State School Officers' (CCSSO) Committee on Evaluation and Information Systems (CEIS) for review. The New Jersey CEIS Coordinator is located within the Office of Management Information, allowing that office to have prior knowledge of all proposed federal data collections and allowing a rational approach to each. After consulting with local education agency personnel and the Office of Management Information, the Commissioner of Education may inform the Office of Management Information that the Department will not participate in the study, that it will participate in the study, or that no decision has been made. In the last case, the Office of Management Information should survey the Department to see if a program cost center will sponsor the study. If not, the Department must acknowledge the federal government with a no participation statement. If the Department does participate in the data collection, the Internal Data Collection Advisory Committee and the Local Education Agency (LEA) Data Collection Advisory Committee must approve the data collection instrument. (BV)

**ED 155 193**

TM 007 083

Hansen, Joe B.

**Quality Control in Title I Evaluation: Problems and Approaches.**

Pub Date Mar 77

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Administrative Principles, Compensatory Education Programs, Data Analysis, Evaluation Methods, Interagency Coordination, Interdistrict Policies, \*Program Administration, \*Program Evaluation, \*Quality Control, Research Design, \*Research Problems, School District Autonomy, Standards

Identifiers—\*Elementary Secondary Education Act Title I, \*Meta Evaluation, Portland Public Schools OR

Educational program evaluation is subject to many difficulties. Problems with evaluation include such conceptual problems as: (1) understanding of decisions to be made; (2) adequate definition; (3) consensus on values and criteria; (4) coordination among administrative levels; and (5) use of an appropriate evaluation model. Technical problems include poor data collection, faulty analysis, and inappropriate inferences. Elementary and Secondary Education Act Title I programs have been closely regulated, but this has not eliminated the difficulties of evaluation. Therefore the Portland, Oregon Public Schools established, as a function of the central Evaluation Department, the responsibility of auditing the evaluations performed in each of the three sub-districts. Professional standards for evaluation data, methodology, and reporting were developed in cooperation with the sub-districts and published as formal guidelines. Although the auditing procedure was planned to consist of three stages, only two stages were actually completed: the review and critique of the design and instrumentation, and the review and critique of the final evaluation report. Time constraints prevented completion of the second stage, monitoring of the data collection activities. Suggestions for successful auditing are included; these guidelines describe personnel selection; effective communication; systematic standards; and administrative support. (CTM)

**ED 155 194**

TM 007 084

Foshy, Wellesley R. And Others

**A Multivariate Analysis of Academic Advising: Case Study of Research in an Instructional Development Setting.**

Pub Date Apr 77

Note—42p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Miami, Florida, April 25-29, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Academic Ability, Academic Achievement, College Curriculum, College Freshmen, Counseling Effectiveness, \*Curriculum Development, Educational Attitudes, \*Educational Counseling, Grade Point Average, \*Grade Prediction, Higher Education, \*Informal Assessment, Instructional Design, Locus of Control, Motivation, Multiple Regression Analysis, \*Predictor Variables, Questionnaires, Rating Scales, Self Evaluation, \*Student Characteristics, Success Factors

Identifiers—Advisors Judgment Questionnaire, Aptitude Treatment Interaction, Scholastic Aptitude Test

Two studies are described which capitalize on the strengths of the instructional development process for research purposes. Typically, developed courses have carefully-designed learning environment specifications, replicable instructional treatments, and well-proven achievement measures. A battery of questionnaires and rating scales concerning interests, activities, and attitudes including a locus of control scale were administered to college freshmen in eight courses. The full-time academic advisors of those students were administered an Advisor's Judgment Questionnaire to record their assessment of the students. A multiple correlation was computed for the prediction of course grades for 152 students using eight variables, which included the Scholastic Aptitude Test (SAT), previous grade point average (GPA), and advisor judgment. The multiple correlation, without SAT or GPA, was only slightly lower using seven predictor variables. It was inferred that part of the valid variance in advisor judgment was gained in face-to-face meetings. Some recommendations for attending to additional information when advising students were made; it was suggested that the student's use of time and motivation for alternatives are also predictors of academic success. (Author/CTM)

**ED 155 195**

TM 007 086

Stein, Emily

**Locus of Control and Social Acceptance.**

Pub Date May 76

Note—23p.; Paper presented at the Annual Meeting of the New England Educational Research Association (Provincetown, Massachusetts, May 6-8, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Age Differences, \*Correlation, Intermediate Grades, Interpersonal Competence, \*Locus of Control, \*Peer Acceptance, Peer Relationship, \*Personality Assessment, \*Personality Theories, \*Prosocial Behavior, Resident Camp Programs, Sex Differences, Social Adjustment, Sociometric Techniques

Identifiers—Nowicki Strickland Locus of Control Scale, Ohio Social Acceptance Scale

To further validate the locus of control (LOC) construct and to counterbalance the present tendency in LOC literature to downgrade the external LOC personality, the relationship between LOC and social acceptance or popularity was examined. It was hypothesized that a relationship exists between LOC and social acceptance; and secondly, that a high external LOC score on the Nowicki-Strickland Locus of Control Scale for Children would be positively correlated with a high acceptance score on Louis Rath's Ohio Social Acceptance Scale. Subjects were 191 children, predominantly white and middle-class, ages 8-13, who were attending a summer camp. The association between LOC and social acceptance was studied by multiple regression analysis with acceptance the dependent variable and LOC the independent variable. Sex and age factors were incorporated into the design as intervening variables, because the LOC literature suggests they are influential. The first hypothesis was accepted when LOC was combined with age and sex to predict social acceptance; but the prediction was mild, suggesting that many factors contribute to popularity (such as intelligence, physical appearance, and name). The second hypothesis was not supported; however, further research is required before totally rejecting the idea that externally controlled individuals are more popular than internals. (Author/CP)

**ED 155 196**

TM 007 091

Majer, Kenneth Staybrook, Nicholas  
**The Question of Reliability of Course and Evaluation Forms at Indiana University.**

Indiana Univ., Bloomington. Office of Institutional Research.

Pub Date Dec 73

Note—42p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*College Teachers, \*Course Evaluation, Higher Education, Questionnaires, \*Rating Scales, \*Student Evaluation of Teacher Performance, Teacher Evaluation, Teaching Quality, \*Test Reliability, Test Validity, \*Undergraduate Students

Identifiers—Indiana University

The reliability of the two most widely used course evaluation instruments at Indiana University was examined. The 38-item Form A, a modification of a course-evaluation instrument reported by Hildebrand and Wilson, at the University of California at Davis, asked students to rate instructors on a seven-point scale, from excellent to poor. The 40-item Form B, developed by the School of Business, asked for ratings of both course and instructor on a seven-point agree/disagree scale. Separate studies investigated four types of reliability: (1) stability of scores when two items were randomly selected on each Form and repeated near the end (lie scale date); (2) internal consistency or homogeneity of the items within and between subscales; (3) consistency of student evaluations of each instructor evaluated; and (4) ability of the Forms to discriminate between good and poor teachers. Thirty-eight instructors were evaluated by 914 undergraduates, 16 instructors with both Forms. Students were not consistent in their responses and the instruments did not adequately separate one teacher from another. Despite the lack of reliability of the Forms, the need for improving the evaluation procedure is critical. Suggestions include isolating students who give reliable responses; using computer scoreable instruments only to isolate the very good or very poor teachers; using open-ended hand-written responses; and, finally, providing adequate administration time and stressing the importance of the evaluation. Forms A and B are appended. (Author/CP)

**ED 155 197**

TM 007 092

Hooversten, Gloria H.

**Test of Auditory Comprehension (TAC) for Hearing Impaired Pupils—Reliability and Validity Study.**

Los Angeles County Superintendent of Schools, Calif.

Spons Agency—California State Dept. of Education, Sacramento.

Pub Date Aug 77

Grant—76-32-D

Note—49p.; Some parts of document may be marginally legible

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Auditory Evaluation, Auditory Perception, \*Auditory Tests, \*Aurally Handicapped, \*Diagnostic Tests, Elementary School Students, Elementary Secondary Education, Evaluation Needs, Hard of Hearing, Individual Tests, \*Listening Comprehension, Magnetic Tape Cassettes, Norms, Preschool Education, Student Placement, \*Test Reliability, Test Reviews, \*Test Validity

Identifiers—\*Test of Auditory Comprehension

The Test of Auditory Comprehension (TAC), one component of the Auditory Skills Instructional Planning System, is a comprehensive test instrument designed for individual use with hearing impaired pupils, four through twelve years of age, for assessing receptive auditory functioning. Included in the TAC are ten discrete subtests measuring auditory abilities in three major areas: discrimination, memory sequencing, and figure-ground. TAC reliability was derived from the results of 82 hearing impaired pupils who were retested with the TAC within a two-to-three-week period after initial testing; a reliability coefficient of .98 was obtained. In addition, variability was studied with 60 pupils, and no significant differences among examiners were found. TAC validity was obtained from the results of 750 hearing impaired pupils, from 29 schools and districts across the country. Results of data analysis, as well as evaluations of the TAC by participating audiologists, demonstrated its validity. Normative

data were compiled for this sample, grouped by age and degree of hearing loss. (Author/BW)

**ED 155 198** TM 007 099

*Malbon, Scott*

**Learning Disability Screening Instruments: Discriminative Validity.**

Pub Date Mar 78

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, March 27-31, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Behavior Rating Scales, Cutting Scores, Elementary Education, \*Learning Disabilities, \*Predictive Validity, \*Screening Tests, Special Education, Student Placement, Testing, Testing Problems, \*Test Selection, \*Test Validity

**Identifiers**—Pupil Rating Scale

Screening refers here to the process of making an initial selection of those who need further diagnostic evaluations. A screening process which effectively selects true learning disability (LD) cases from a population reduces the number of incorrectly selected non-LD children who would be needlessly given costly psychoeducational evaluations. Although there are several LD screening instruments in wide use, empirical evidence of the validity of these instruments is sparse and often misdirected. Discussion of the merits of these instruments typically focuses on the relation of the screening device to the construct of learning disabilities. Instruments which have most successfully emulated the components of a full diagnosis receive favorable evaluations. Although this is probably a wise approach in instrument development it is not the most important consideration in the evaluation of the effectiveness of the screening instrument in actual use. The empirical validity of a screening instrument is a function of correct classification, and this validity can be demonstrated by a simple 2 x 2 classification matrix. Validity data on Myklebust's Pupil Rating Scale is re-analyzed to demonstrate that high content validity does not automatically provide high discriminative validity. (Author/BW)

**ED 155 199** TM 007 101

*McNally, Elaine F.*

**A Study to Determine Through Content Analysis Selected Criteria for Open-End Examinations.**

Pub Date Mar 78

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Composition (Literary), Composition Skills (Literary), \*Content Analysis, \*Essay Tests, \*Evaluation Criteria, Evaluation Methods, \*Expository Writing, \*Grading, Higher Education, Scoring, Secondary Education, Writing Skills

Content analysis was used to determine the evaluation criteria of high school and college teachers and college seniors in grading essay tests. Content analysis is defined as a way of asking a fixed set of questions unalteringly of all of a predetermined body of writings, in such a way as to produce quantitative results. Four responses to a college-level essay examination were sent to a sample of college teachers, secondary school teachers, and college seniors. The respondents graded the essays and wrote reasons for their grades; each essay received grades of A, B, C, D, or F. The ability to answer the question and to exemplify ideas were the two most commonly given criteria related to grading decisions. Other criteria included: organization of content, use of logic, correctness, and proficiency in the mechanics of writing. The four essays used, the survey questionnaires completed by the graders, and the resulting responses are included. (Author/CTM)

**ED 155 200** TM 007 104  
**A Citizen's Introduction to Minimum Competency Programs for Students.**

American Friends Service Committee, Jackson, Miss. Southeastern Public Education Program. Pub Date Feb 78

Note—74p.; Some parts of the document may be marginally legible

Available from—American Friends Service Committee, Southeastern Public Education Program, 401 Columbia Building, Columbia, South Carolina 29201 (\$1.50)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—\*Academic Standards, Annotated Bibliographies, \*Basic Skills, Educational Legislation, Educational Programs, Elementary Secondary Education, Graduation Requirements, Guides, \*Mastery Tests, \*Performance Based Education, Performance Criteria, Remedial Programs, State Programs, State Standards, \*Student Certification, Student Evaluation, Testing Problems, \*Testing Programs, Test Interpretation

**Identifiers**—\*Minimal Competency Testing

The first part of this report is a question-and-answer survey of minimum competency legislation, testing programs, and remedial programs. It includes the questions of both the educator and the lay person. Topics include: minimum competency tests, the debate over minimum competency programs, what happens after testing, and what citizens should look for in minimum competency programs. The second part presents selected readings covering a wide spectrum of political and professional opinions. The third part is an annotated list of references and resources. The information and points of view again represent a variety of perspectives and degrees of objectivity. The six-page appendix describes minimal competency testing activities in twenty-five states: action taken, how standards are set, grade levels assessed, skill areas assessed, and uses of standards and test results. (CTM)

**ED 155 201** TM 007 111

*Elkins, Earleen And Others*

**Development of the Speech Reception Test. Vital and Health Statistics, Data Evaluation and Methods Research: Series 2-Number 71.**

National Center for Health Statistics (DHEW), Rockville, Md.

Report No—HRA-78-1345

Pub Date Oct 77

Note—23p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-022-00589-1, price not available)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Adults, Audiometric Tests, \*Audition (Physiology), \*Auditory Discrimination, \*Auditory Tests, \*Aurally Handicapped, Comparative Testing, Control Groups, Hard of Hearing, Hearing Loss, Higher Education, \*Norms, Speech Communication, \*Test Construction, Test Reliability, Veterans

**Identifiers**—\*Speech Reception Test

The Speech Reception Test was developed to measure an individual's ability to hear and understand conversational speech. The equipment used to record the test is described in detail, and data are given for the results of the test given to 100 normal-hearing college students. Other data describe the results for 55 military veterans with known sensorineural hearing impairment. There is also a discussion of interlist equivalency—whether or not the ten sets of stimulus sentences were parallel. (CTM)

**ED 155 202** TM 007 114

*Boyd, Lenore A. Chissom, Brad*

**The AAMD Adaptive Behavior Scale—Public School Version: A Normative Study.**

Texas A and M Univ., College Station. Coll. of Education.

Pub Date 77

Note—40p.; Appendix may be marginally legible due to small type

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Adjustment (to Environment), \*Behavior Rating Scales, Educable Mentally Handicapped, Elementary Education, Handicapped Children, Item Analysis, Learning Disabilities, Maturity Tests, \*Mentally Handicapped, Norms, \*Screening Tests, Special Education, \*Student Placement, Test Reliability, \*Test Validity, Trainable Mentally Handicapped

**Identifiers**—\*Adaptive Behavior Scale, Test Length

This normative study of the American Association on Mental Deficiency (AAMD) Adaptive Behavior Scale—Public School Version was based on 291 Texas public school children divided into 12 categories. The categories were: age, ethnic, or racial group (white or non-white), and assignment to regular classes or special education classes for the educable mentally retarded, trainable mentally retarded, or learning disabled. Part I of the scale was emphasized in this report; it provides measures of independent functioning, physi-

cal development, economic activity, language development, number and time concepts, vocational activity, self-direction, responsibility, and socialization. Reliability estimates were based on the total group including eight, ten, and twelve-year old children. Item validity analysis was based on the discrimination between regular and special education groups, although it appears that the raters knew the group membership of the children at the time they made the ratings. The norms from this study were found to be similar to the original AAMD norms for this scale. The authors suggest that the construction and validation of a shortened version of the scale would be useful; and that it has potential for screening children for placement in special education classes. (CTM)

**ED 155 203** TM 007 126

*Reckase, Mark D.*

**A Comparison of the One- and Three-Parameter Logistic Models for Item Calibration.**

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date Mar 78

Contract—N00014-77-C-097

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Comparative Analysis, \*Comparative Statistics, Goodness of Fit, \*Item Analysis, \*Mathematical Models, Reliability, Sampling, Scores, Simulation, \*Statistical Analysis, Test Items, Test Validity

**Identifiers**—Estimation, \*Rasch Model, Sample Size, \*Three Parameter Model

Five comparisons were made relative to the quality of estimates of ability parameters and item calibrations obtained from the one-parameter and three-parameter logistic models. The results indicate: (1) The three-parameter model fit the test data better in all cases than did the one-parameter model. For simulation data sets, multi-factor data were less well fit than single-factor data. (2) The one-parameter model ability estimates shared more variance with the item responses than did the three-parameter model. (3) There was no difference in the concurrent validity for small samples between the two models in predicting classroom achievement tests. (4) The three-parameter model required larger samples for calibration than did the one-parameter model. (5) The ability estimates from the two models correlated highly for most of the data sets. The one-parameter model is preferred for use with small sample data; but the goodness of fit data reflected a different point of view when accurate estimation of item parameters is important. The three-parameter model fit all data sets better than the one-parameter model. Data sets from the Missouri School and College Ability Tests, and from undergraduate course final examinations were used to illustrate the models. (Author/CTM)

**ED 155 204** TM 007 129

*Tallmadge, G. Kasten Horst, Donald P.*

**The Use of Different Achievement Tests in the ESEA Title I Evaluation System.**

Pub Date Mar 78

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Achievement Tests, Comparative Analysis, Compensatory Education Programs, Content Analysis, Criterion Referenced Tests, \*Curriculum, Curriculum Evaluation, Curriculum Research, Elementary Secondary Education, Equated Scores, Measurement Goals, National Norms, Norm Referenced Tests, \*Program Evaluation, Research Design, Standardized Tests, Testing Problems, \*Test Selection, \*Test Validity, Validity

**Identifiers**—\*Content Validity, \*Elementary Secondary Education Act Title I  
In this discussion of the use of achievement tests in evaluating Title I programs, matching content between test and curriculum is the main theme. The point is made that unless a test measures what is taught, it cannot be sensitive to whatever gains the instruction produces. Thus, if different instructional treatments have different objectives, it is unlikely that a single test will pro-

vide equally valid assessments of their effects. Where different tests are needed to assess the effects of different curricula, national norms can provide a common metric for comparing gains measured with different tests. A gain of one-third of a national standard deviation on Test X, for example, would be considered equal in value to a gain of the same size on Test Y assuming that the two tests were equally good matches to the corresponding curricula. This approach will work quite well, presumably, when "typical" standardized reading or mathematics achievement tests are used. It breaks down if both test and curriculum are very narrowly focused. Under these circumstances gains will appear too large. (Author/CTM)

**ED 155 205** TM 007 155  
Educational Measurement & the Law. Proceedings of the 1977 ETS Invitational Conference. Educational Testing Service, Princeton, N.J. Pub Date 78

Note—113p.; Proceedings of the Educational Testing Service Invitational Conference (38th, New York, New York, October 29, 1977). Available from—Invitational Conference, Educational Testing Service, Princeton, New Jersey 08541 (\$5.00)

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**  
Descriptors—\*Admission Criteria, Awards, Cheating, College Admission, College Entrance Examinations, \*Conference Reports, \*Constitutional Law, Court Litigation, Decision Making, Disadvantaged Groups, Due Process, Educational Legislation, \*Educational Testing, Equal Education, Equal Opportunities (Jobs), \*Equal Protection, Evaluation, Evaluation Needs, Federal Legislation, Graduate Study, Higher Education, \*Legal Problems, Minority Groups, Occupational Tests, Predictive Validity, Professional Education, Reverse Discrimination, Screening Tests, Test Bias, Testing Problems, Test Interpretation, Test Validity  
Identifiers—Bakke vs Regents of the University of California, De Funis v Odegaard, Elementary Secondary Education Act Title I, Griggs v Duke Power Company, Testing Industry, Washington v Davis

At the 1977 Educational Testing Service (ETS) Invitational Conference, the ETS Measurement Award was presented to Anne Anastasi. In view of the convergence of measurement and the law, the conference focused on six related issues. Barbara Lerner explored the screening procedures of American professional and graduate schools in "Equal Protection and External Screening: Davis, De Funis, and Bakke," and was responded to by Ernest M. Bernal, Jr., and Deane C. Siemer. Melvin R. Novick discussed funding allocations under Title I, admissions policy and the Bakke case, federal guidelines for employment testing, and due process in the handling of suspected cheating cases, in "The Influence of the Law on Professional Measurement Standards." Winton H. Manning responded to Novick's presentation. In the final session, Wayne H. Holtzman reviewed the implications of several court cases in "Validity and Legality." Charles L. Thomas discussed "Some Possible Social Implications of Recent Court Decisions." Norman Frederiksen offered some ideas for improvement in test use in "There Ought to Be a Law;" and Michael Scriven suggested what measurement experts might learn about decision making from the law, in "The Logic of Judgment in Evaluation and the Law: Making Hard Decisions with Soft Data." (BW)

**ED 155 206** TM 007 157  
Basis, Michael And Others

[Achievement in the Basic Skills: 4th/8th Grade, Public and Parochial Schools. Final Report. Sections I through V and Appendices]. Rhode Island Univ., Kingston. Curriculum Research and Development Center. Spons Agency—Rhode Island State Dept. of Education, Providence. Pub Date 22 Oct 76

Note—631p.; For related documents, see TM 006 993 and TM 007 493; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$1.16 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Academic Achievement, Achievement Tests, \*Age Differences, Basic Skills, Comparative Analysis, Data Collection, Demography, Differences, Elementary Education, Elementary School Curriculum, Grade 4,

Grade 8, Interviews, Parent Attitudes, \*Parochial Schools, \*Performance Factors, Psychometrics, \*Public Schools, School Attitudes, School Environment, Socioeconomic Status, Standardized Tests, Statistical Data, Teacher Attitudes, Test Results  
Identifiers—\*Iowa Tests of Basic Skills, \*Rhode Island

Differences in Iowa Tests of Basic Skills scores were compared between Rhode Island fourth and eighth graders, and between parochial and public school students. This final report is organized in four major sections, plus appendices. The interviewing component activities are described in the first section, and clustered under six areas: convening an Advisory Council, selecting schools and obtaining permission for the interviews, developing interview questionnaires, training interviewers, conducting the interviews, and tabulating and analyzing the data. The other three sections describe the focus areas of the study. The school setting factors component dealt with the school testing procedures, parent attitudes toward school, organizational environment, and curriculum and instruction variables. The interaction of socioeconomic status and achievement, and other specific demographic variables are discussed in the population factors component. A variety of tables display data related to these population characteristics. Psychometric and test-intrinsic factors include scaling issues and an analysis of the testing data. The appendices include a list of the sample schools, the questionnaire and interview forms, and a 5-item bibliography which accompanies the population factors component. (The conclusions of this study are summarized in TM 007 493). (BW)

**ED 155 207** 95 TM 007 173  
Tatsuoka, Kikum K. Tatsuoka, Maurice M.  
Time-Score Analysis in Criterion-Referenced Tests. Final Report.

Illinois Univ., Urbana.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Bureau No—BR-6-0554  
Pub Date Feb 78  
Grant—NIE-G-76-0087

Note—177p.; Not available in hard copy due to marginal legibility of original tables

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Computer Assisted Instruction, Criterion Referenced Tests, Data Analysis, Feasibility Studies, Goodness of Fit, \*Item Analysis, Mastery Learning, \*Mathematical Models, Matrices, Post Secondary Education, \*Reaction Time, Scores, Statistical Analysis, Test Interpretation, \*Timed Tests  
Identifiers—\*Computer Assisted Testing, Estimation, Gamma Coefficient, Test Theory, \*Weibull Distributions

The family of Weibull distributions was investigated as a model for the distributions of response times for items in computer-based criterion-referenced tests. The fit of these distributions were, with a few exceptions, good to excellent according to the Kolmogorov-Smirnov test. For a few relatively simple items, the two-parameter gamma distribution provided better fits. The three parameters of the Weibull distribution were as follows: the location parameter represents the theoretical minimum time required; the scale parameter is related to the mean; and the shape parameter (c) is related to two kinds of difficulty indices. It also appeared that the shape parameter was related to the degree of familiarity of the item and the degree of engagement or involvement of the test takers. A function related to c was the conditional response rate, which is called the hazard rate in system-reliability literature. The c parameter was found to be sensitive to the conceptual difficulty of items that were equal according to traditional difficulty indices. An index was developed for the efficiency of lessons and this, too, was found to be related to the Weibull parameter. Finally, c was judged to be related to the optimal cutoff point for criterion-referenced tests. (Author/CTM)

**ED 155 208** TM 007 188  
Sacknary, Benjamin Hedrick, Hannah  
Assessment of the Experiential Learning of Women for College Credit in the Area of Women's Studies. (Preliminary Working Draft.) Pub Date Oct 77

Note—50p.; Paper presented at the National Conference of the Council for the Advancement of Experiential Learning (San Francisco, California, October, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
Descriptors—Academic Records, \*College Credits, College Programs, \*Course Descriptions, \*Evaluation Criteria, Evaluation Methods, \*Experiential Learning, Females, Guidelines, Higher Education, \*Portfolios (Background Materials), Program Descriptions, Student Application, Womens Education, \*Womens Studies

While much experiential learning (EL) may possess a potential for credit in the area of Women's Studies, such learning is not usually identified as Women's Studies or awarded credit in that area. This paper provides materials that will serve as a set of preliminary guidelines for the development of assessment criteria by which women may receive college credit for EL applicable to Women's Studies. The paper presents general standards for the assessment of EL: statements of the goals of Women's Studies programs; descriptions of specific Women's Studies courses at 31 different colleges; and information relevant to the assessment of EL. Also included are sample portfolio materials representative of the actual experiences of five women. (Author/BW)

**ED 155 209** TM 007 206  
Luce, Terrence S. Johnson, Dale M.

Rating of Educational and Psychological Journals. Pub Date [Mar 78]

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
Descriptors—Comparative Analysis, \*Educational Researchers, Personal Interests, \*Professional Recognition, \*Psychologists, \*Reading Interests, \*Scholarly Journals, \*Surveys  
Identifiers—American Educational Research Association

The threefold purpose of this study was to (1) assess the reputation of professional educational and psychological journals from educators' rankings; (2) compare these findings with rankings from psychologists; and (3) compare the rankings made by different educational interest groups. Usable questionnaires were returned by 682 American Educational Research Association members out of a random sample of 1,927. The top ranked journals were: American Educational Research Journal, Review of Educational Research, Harvard Educational Review, and Phi Delta Kappan. Journal rankings clearly reflected research interest areas, but more similarity was found among educational interest groups than between educators and psychologists. Tables list the top 74 journals overall; as well as the top ten journals for each of the following interest groups (administration, learning and instruction, measurement and research methodology, evaluation and program development, counseling and human development, curriculum and objectives, and social context of education); and for the types of institutions represented (higher education, public or private common schools, government, and nonacademic research). (Author/CTM)

**ED 155 210** TM 007 209  
Sie, Maureen A. Johnson, Geoffrey  
Effects of Anxiety, Praise and Awareness of Time in Employment Testing. Pub Date Mar 78

Note—48p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978); Some parts of appendices may not reproduce clearly

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
Descriptors—Adults, \*Anxiety, \*Aptitude Tests, \*Job Applicants, Occupational Tests, \*Performance Factors, Personnel Selection, \*Positive Reinforcement, Predictor Variables, Testing, Test Reliability, \*Timed Tests, Time Perspective

Identifiers—General Aptitude Test Battery, Taylor Manifest Anxiety Scale, \*Test Anxiety  
Eighty three applicants for employment in a hardware supply manufacturing company participated in a study of the effects of anxiety, praise and the awareness of time remaining on employment testing. Two control groups and three testing groups—praise, time, and praise and time—were administered the General Aptitude



Test Battery (GATB), a two-hour, paper-and-pencil test which measures nine aptitudes: intelligence; verbal, numerical, and spatial aptitude; form and clerical perception; finger and manual dexterity; and motor coordination. The Taylor Manifest Anxiety Scale, a 50-item true-false test adapted from the Minnesota Multiphasic Personality Inventory, was also administered. Applicants were told that the anxiety scale would not affect their chances for employment. The test administrator in the praise group gave words of encouragement before and after subtests. The time remaining until completion of each subtest was announced every 60 seconds in the time group. Encouragement and announcements were combined in the praise and time group. Applicants who were praised and given the time score significantly higher than those who were not. The subjects' anxiety level did not significantly affect test scores, suggesting that the situation was not perceived as threatening. Descriptions of the GATB and a copy of the Taylor Manifest Anxiety Scale are appended. (Author/JAG)

**ED 155 211** TM 007 212

Powers, Stephen Gallas, Edwin J.  
Implications of Out-of-Level Testing for ESEA Title I MTD—Students.

Pub Date Mar 78

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978); For related documents, see TM 007 215 and 216

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Achievement Tests, Comparative Testing, Compensatory Education Programs, Complexity Level, \*Disadvantaged Youth, Elementary Secondary Education, Equated Scores, Grade 4, Grade 7, Grade 9, \*Grade Equivalent Scores, Norm Referenced Tests, \*Norms, Raw Scores, Reading Achievement, Reading Comprehension, Scores, Standardized Tests, \*Testing, \*Test Interpretation, Test Reliability  
Identifiers—Comprehensive Tests of Basic Skills, Elementary Secondary Education Act Title I, \*Out of Level Testing

Fourth, seventh, and ninth grade students in Elementary Secondary Education Act (ESEA) Title I programs were tested with the reading comprehension subtests of the Comprehensive Tests of Basic Skills, at each of two levels: on-level for each respective grade, and an easier out-of-level form. Approximately half of these students were found to be scoring at or below the chance level for the on-level tests. It was judged that in such circumstances it is preferable to use out-of-level tests, particularly at the seventh and ninth grade levels. (CTM)

**ED 155 212** TM 007 215

Crowder, Christopher R. Gallas, Edwin J.  
Relation of Out-of-Level Testing to Ceiling and Floor Effects on Third and Fifth Grade Students.

Pub Date Mar 78

Note—43p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978); For related documents, see TM 007 212 and 216

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Achievement Tests, \*Comparative Testing, Complexity Level, Elementary Education, Equated Scores, Grade 3, Grade 5, \*Grade Equivalent Scores, Norm Referenced Tests, \*Norms, Raw Scores, Reading Achievement, Reading Tests, \*Scores, Standardized Tests, Student Reaction, \*Testing, \*Test Interpretation, Test Reliability  
Identifiers—Metropolitan Achievement Tests, \*Out of Level Testing, Stanford Achievement Tests

Both on-level and out-of-level tests were administered to third and fifth grade children in order to compare the scaled scores of different level tests of the same testing program and to discover whether the relationship between levels might be distorted by ceiling or floor effects. Only reading tests were used in this study. The Stanford Achievement Tests were used for the third grade, and the Metropolitan achievement Tests were used for the fifth grade. The results are presented in tables and graphs, and the students' attitudes regarding difficulty of the tests are discussed. Overall, the comparative standard scale scores across the levels examined did not appear to interlock perfectly. Whether such mea-

surement error was offset by reduction in the floor and ceiling effects for the out-of-level tests apparently depended heavily on two factors: the relative difficulty of the adjacent out-of-level test, and how much scores were initially depressed or inflated for the given group tested on-level. (Author/CTM)

**ED 155 213** TM 007 216

Slaughter, Helen B. Gallas, Edwin J.

Will Out-of-Level Norm-Referenced Testing Improve the Selection of Program Participants and the Diagnosis of Reading Comprehension in ESEA Title I Programs?

Pub Date Mar 78

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978); For related documents, see TM 007 212 and 215

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Achievement Tests, Comparative Testing, Disadvantaged Youth, Equated Scores, Grade 6, \*Grade Equivalent Scores, Intermediate Grades, \*Low Achievers, Norm Referenced Tests, \*Norms, Raw Scores, Reading Achievement, Reading Difficulty, Scores, Standardized Tests, Test Bias, \*Testing, \*Testing Problems, \*Test Interpretation, Test Reliability

Identifiers—California Achievement Tests, Elementary Secondary Education Act Title I, \*Out of Level Testing

Concern was expressed for the possible effects of testing Elementary Secondary Education Act (ESEA) Title I students with norm-referenced tests that may be so difficult that many students will have scores in the chance range. The likelihood of such students obtaining equal scaled scores if they were tested with easier out-of-level tests was discussed. In this study, two groups of sixth grade students were each tested with two levels of the California Achievement Test. One group took Level 16, on-level, and Level 15, an out-of-level test, while the other group took Level 16 and Level 14. The results are presented in tables. The author concludes that out-of-level testing of low achievers is, at best, a limited solution or stopgap measure to the pressing instrumentation problems in Title I evaluation. (CTM)

**ED 155 214** TM 007 217

Marsh, Herbert W. And Others

The Validity of Students' Evaluations of Instructional Effectiveness: A Comparison of Faculty Self-Evaluations and Evaluations by Their Students.

Pub Date May 78

Note—30p.; Paper presented at the Annual Meeting of the Association for Institutional Research (Houston, Texas, May, 1978)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*College Teachers, Correlation, Course Evaluation, Effective Teaching, Evaluation Criteria, Higher Education, \*Self Evaluation, Social Sciences, \*Student Evaluation of Teacher Performance, Student Teacher Relationship, \*Teacher Evaluation, \*Teaching Quality, Test Reliability, \*Test Validity, Undergraduate Students

Student evaluations of teacher effectiveness have been accepted by instructors as helpful indicators of performance, but their validity and use in tenure and promotion decisions has been questioned by faculty. Students and instructors in 207 social science courses completed evaluations of instructional effectiveness at the conclusion of the semester. Each of the 65 participating faculty members designated the course in which his or her teaching had been the most and the least effective. The instructors then evaluated their teaching in both courses. Instructor and student evaluations contained identical items, samples of which are appended. Faculty and students agreed upon six factors of teacher effectiveness: breadth of coverage, organization, group interaction, individual interaction, instructor enthusiasm and learning/value. Factor analysis revealed that student and faculty agreement on evaluation factors was high. Student evaluation of the courses designated most effective by instructors was higher on all scores. The median evaluation was the same for both groups. The study indicated that self-evaluation is beneficial to faculty, and that student evaluation of teaching effectiveness is a valid process worthy of faculty confidence. (Author/JAG)

**ED 155 215** 95 TM 007 267

Porter, Andrew C. And Others

Impact on What? The Importance of Content Covered. Research Series No. 2.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Teaching Div.

Pub Date Feb 78

Contract—400-76-0073

Note—37p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Achievement Tests, Arithmetic, \*Content Analysis, \*Course Content, \*Course Evaluation, Elementary School Mathematics, Evaluation Criteria, Evaluation Methods, Grade 4, Intermediate Grades, \*Item Analysis, Program Evaluation, Standardized Tests, Tests of Significance, \*Test Validity  
Identifiers—\*Content Validity

Defining practical significance in program evaluations is a difficult measurement problem which can only be solved by an intimate familiarity with the measures on which effects are estimated and their content relationship to the program goals. Past attempts to provide general solutions to the size of effect problem have relied on standardized indices which can be estimated and reported without any knowledge of what was measured. Such efforts are viewed here as steps in the wrong direction. Instead, what is called for is a procedure whereby the content goals of the program, the content implied by a test, and the interrelationship between the two are made explicit. The procedure should investigate treatment-by-item interactions and at the same time, describe the measures used so that persons other than the evaluator can reach their own decisions about practical significance. Analysis of the mathematics sections of four major intermediate level standardized tests (Iowa Tests of Basic Skills, Metropolitan Achievement Tests, Stanford Achievement Tests, and California Test of Basic Skills) with their taxonomies indicated rather substantial differences in content tested. It was clear that standardized tests are not well suited to the task of estimating item domain by treatment interactions. (Author/CTM)

**ED 155 216** TM 007 345

Irilli, Joseph P. And Others

Students' Expectations: Ratings of Teacher Performance as Biased by Teachers' Physical Attractiveness.

Pub Date [Mar 78]

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Age, \*Bias, Childhood Attitudes, Elementary School Students, Elementary School Teachers, \*Expectation, Grade 3, Performance Factors, \*Physical Characteristics, Primary Education, Questionnaires, Sex (Characteristics), Sex Differences, \*Student Attitudes, \*Student Evaluation of Teacher Performance, Student Teacher Relationship, \*Teacher Characteristics, Teacher Influence  
Identifiers—\*Physical Attractiveness

A 21-item questionnaire was designed to determine the effects of teachers' sex, age and physical attractiveness on primary students' expectations of teacher performance. The questionnaire, administered to 144 third grade students, included photographs of male and female teachers who varied in age and physical attractiveness. The students were asked to look at the photographs before rating the teachers' discipline, fairness, kindness, and instructional ability. Sample questionnaire items are appended. Age and sex were not found to bias the evaluation of teacher performance. However, physical attractiveness had a singular effect on the evaluations. Attractive teachers, especially those who were young, were rated as superior teachers to those who were unattractive. The students also felt that attractive teachers would be more fun, more interesting, more comfortable to be with, and more willing to play games with them. The high rating of attractive teachers was the result of a single visual cue, rather than the interaction of age, sex and appearance variables. The implications of teacher attractiveness on student behavior and achievement are discussed. (JAG)

## ED 155 217

TM 007 346

Marsh, Herbert W.

## Students' Evaluations of Instructional Effectiveness: Relationship to Student, Course and Instructor Characteristics.

Pub Date Mar 78

Note—45p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Canada, March 27-31, 1978); Some parts of appendixes may be marginally legible

## EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bias, \*College Teachers, Correlation, Course Evaluation, Evaluation, Evaluation Criteria, Higher Education, Multiple Regression Analysis, \*Predictor Variables, Program Attitudes, Questionnaires, Statistical Analysis, \*Student Characteristics, \*Student Evaluation of Teacher Performance, Teacher Evaluation, \*Test Validity, \*Undergraduate Students

To determine the relationship between 16 background variables and students' evaluations of instruction, a questionnaire was completed in 511 undergraduate courses at the University of Southern California, Los Angeles. Student variables, including grade point average, class size, expected grade, and prior subject interest, rarely explained 10% of the variance in any student ratings and generally explained less than 5%. Different statistical techniques, however, suggested that 12% to 14% of the variance in the student ratings could be predicted by the set of background variables. The variables most important in predicting evaluations were prior subject interest, expected grade, workload/difficulty, and perhaps, percent taking course for interest only. Of these, prior subject interest was the most important and was better interpreted as a variable affecting quality of education. Background variables did have a small relationship to the evaluations, but results argue against bias interpretation. Workload/difficulty was correlated in the opposite direction as would be expected from a bias effect. No single variable was related to a majority of the evaluation scores. The scores most likely to be biased (overall rating and instructor enthusiasm) were not the scores most related to the background variables. A sample summary of the instructor's rating, and the questionnaire are appended. (Author/JAG)

## ED 155 218

TM 007 347

Wood, Peter H.

## Student and Peer Ratings of College Teaching and Peer Ratings of Research and Service: Four Years of Departmental Evaluation.

Pub Date [Mar 78]

Note—59p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

## EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Bias, College Faculty, \*College Teachers, \*Comparative Analysis, \*Evaluation Criteria, Evaluation Methods, Evaluators, Higher Education, \*Peer Evaluation, Peer Relationship, Reliability, \*Student Evaluation of Teacher Performance, \*Teacher Evaluation

Faculty of the education department of a mid-western university were rated as teachers by both students and peers, and ranked by peers as to their effectiveness in service and research. Student ratings were gathered from three questions on The Student Description of Teaching form, which concerned assessment of the teacher, the is appended. Access to personnel files was provided when colleagues ranked total course experience, and the students' accomplishment in the course. A sample form is appended. Access to personnel files was provided when colleagues ranked departmental faculty members from first to seventh as teachers, researchers, and providers of service. Peer evaluations were also obtained from a Faculty Evaluation Committee which rated departmental faculty members on the basis of their vitae. Four years of rating/ranking indicated that: student ratings were quite reliable and quite stable from year to year, but usually unrelated to peer rankings of teaching. Peer evaluations of teaching, research, and service were similarly stable from year to year; but peer evaluations of research were significantly related to, and possibly biased by, inter-peer association. Peer evaluations of teaching were related both to peer-association and to office location or faculty visibility. Peer evaluation of service was strongly related to committee memberships but relatively

unrelated to a faculty association measure. (Author/JAG)

## ED 155 219

TM 007 365

Tittle, Carol Kehr

## Evaluation and Decision Making: Developing a Method to Link Program Funding Decisions and Outcome Evaluation.

Pub Date [Mar 78]

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

## EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Budgeting, \*Decision Making, \*Educational Assessment, \*Evaluation Criteria, Evaluation Methods, Evaluators, \*Grants, Predictor Variables, Program Administration, \*Program Evaluation, Research Problems, \*Research Utilization, State Departments of Education, State Programs, Summative Evaluation

Identifiers—Vocational Education Act 1976

There is a continuing need in evaluation research for the establishment of a relationship between evaluation findings and decision making. A method is proposed for a particular situation: annual funding decisions for projects in a large grant program in vocational education. Outcome and predictive impact variables were ranked by three groups of decision makers on a pilot study. The groups included the Director of the State Department of Education division responsible for funding decisions, the supervisors who make funding decisions, and the supervisors from related bureaus who review and contribute to the decision making process. Statements concerning the impact of vocational education programs on students, employers, and the State Department of Education—to be used as program evaluation criteria—were sorted into twelve outcome impact and nine predictive impact statements. Each statement was ranked and rated for importance by the decision makers. Results showed high agreement on the ranking and rating of outcome impact statements, and discrepancies on the predictive impact statements. A validation study has been designed. Evaluators can assist decision makers in identifying important outcomes; and in the process, define the decision to be made, the time when it is made, and the data required to link evaluation and decision making. (Author/JAG)

## ED 155 220

TM 007 368

Abraham, George R.

## A Comparison of Freshman Composition Grading Standards Between Public Two-Year and Four-Year Institutions of Higher Education in the Southern Association of Colleges and Schools.

Pub Date Mar 78

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

## EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Academic Standards, College Freshmen, Colleges, College Teachers, \*Comparative Analysis, Composition (Literary), \*Composition Skills (Literary), English Departments, English Instruction, Essays, Evaluation Criteria, \*Grading, \*Higher Education, \*Junior Colleges, Universities, Writing Skills

Identifiers—Southern Association of Colleges and Schools

To determine if there are significant differences between the first-semester freshman composition grading standards of public two-year and four-year institutions in the Southern Association of Colleges and Schools, a composition instrument was mailed to 120 freshman composition directors from two-year and four-year member institutions. The instrument contained combinations of seven grammatical and eight nongrammatical elements of written composition. The directors were asked to grade the essays according to departmental writing standards for students completing one semester of freshman composition. Comparative analysis of the 58 instruments which were returned showed close agreement on the quality of writing. In addition, both groups rated development of the idea and overall theme organization to be the most important non-grammatical elements of composition. Both groups felt that paragraph organization, sentence structure, and transition were the second most important

non-grammatical elements of composition. Sentence fragments, mixed errors, and subject-verb agreement errors were rated the most severe grammatical errors by both groups. In conclusion, no significant differences were found between the first semester composition grading standards of the two-year and four-year institutions. (Author/JAG)

## ED 155 221

95

TM 007 393

Brickell, Henry M.

## Let's talk about...Minimum Competency Testing.

A combination discussion guide and mailable questionnaire to inform and record public and professional thinking on a significant current issues in education. Report No. 110.

Education Commission of the States, Denver, Colo. Handicapped Children's Education Project.

Spons Agency—Education Commission of the States, Denver, Colo. Handicapped Children's Education Project; National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 78

Note—45p.

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80295 (1-4 copies, \$5.00 ea., Multiple copy prices available)

## EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Academic Standards, \*Basic Skills, Criterion Referenced Tests, \*Discussion Programs, Elementary Secondary Education, \*Evaluation Criteria, Mastery Tests, \*Measurement Goals, Measurement Techniques, \*Performance Based Education, \*Public Opinion, Questionnaires, Student Evaluation, Testing, Testing Problems

Identifiers—\*Minimal Competency Testing

This combined discussion guide and questionnaire, intended for public or professional audiences, consists of three major sections. The first section is a narrative background description of major issues, options, and arguments for minimum competency testing: Will you test minimum competencies? What competencies will you require? How will you measure them? When will you measure them? How many minimums will you set? How high will you set the minimums? Will you set them for schools or for students? What will you do about the incompetent? The second section contains eight discussion guides with questions and answers. It covers the same topics as the first, but in an outline format, to provide convenient "agenda" for meetings and orderly study guides for completing the questionnaires. The final section is a two-page checklist of the issues and options used for summarizing the choices made while reading the previous sections. This questionnaire allows the user to review the choices made and compare them for consistency against previously held opinions. (Author/CP)

## ED 155 222

TM 007 396

Fetters, William B. And Others

## Fulfillment of Short-Term Educational Plans and Continuance in Education. National Longitudinal Study of High School Seniors.

National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NCES-77-255

Pub Date 77

Note—48p.

## EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Academic Aspiration, \*Attendance Patterns, Enrollment Influences, \*Graduate Surveys, \*High School Graduates, \*Longitudinal Studies, National Surveys, Occupational Aspiration, \*Persistence, Post Secondary Education, Research Methodology, Statistical Data, Student Employment, Work Experience

Identifiers—\*National Longitudinal Study High School Class 1972

The National Longitudinal Study of the High School Class of 1972 (NLS) is periodically surveying a large national sample to chart their educational, vocational, and personal development and to relate this information to earlier experiences, plans, and personal characteristics. This report describes the class in terms of the short-term post secondary education plans they had while in high school, the fulfillment of those plans the following fall (October 1972), and the extent to which those who began a post secondary education in October 1972 were continuing this education one year later. Sixty percent of the

class planned to attend a post secondary education institution; 53 percent actually attended a college or school in October 1972; and one year later the figure was 46 percent. Of the seniors not planning to attend school, very few actually attended a post secondary institution the following fall. Four-year college continuance rates were very high, but continuance rates for those attending two-year colleges or vocational-technical schools were lower. Very few respondents made transitions from a non-post secondary education activity to post secondary education between October 1972 and October 1973. In October 1972, 40 percent had jobs while attending post secondary institutions. The data are presented according to six variables: high school curriculum, academic ability, socioeconomic status, race or ethnic group, sex and geographic region. (Author/BW)

**ED 155 223** TM 007 446

Rice, James A., Bobele, R. Monte  
Visual Retention Test: An Analysis of Children's Errors.

Note—13p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Age Differences, Analysis of Variance, Comparative Testing, \*Educable Mentally Handicapped, Elementary Education, \*Minimally Brain Injured, Neurological Defects, \*Norms, Perception Tests, Perceptually Handicapped, \*Retention, \*Visual Perception Identifiers—\*Benton Visual Retention Test

Grade level norms were developed, based on a sample of 678 elementary school students, for various error scores of the Benton Visual Retention Test. Norms were also developed for 201 normal children, 58 minimal brain dysfunction children, and 101 educable mentally retarded children. In both the copying mode and the memory mode, most errors were categorized as distortion; the next most frequently occurring errors were omissions in the memory mode. The educable mentally retarded children made more errors than did the minimally brain damaged children, and both these groups made more errors than did the normal children. Error scores declined rapidly with age. (CTM)

**ED 155 224** TM 007 447

Burger, Vernon K.

A Study of Two Methods of Mastery Retesting, Personality, and Achievement in a Self-Paced Individualized-Instruction Module.

Pub Date Aug 76

Note—148p.; Ed.D Dissertation, Nova University

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Academic Achievement, Community Colleges, Comparative Analysis, \*Individual Characteristics, \*Individualized Instruction, Individualized Programs, Junior Colleges, \*Learning Modules, Mastery Learning, \*Mastery Tests, Mathematics, Nontraditional Students, Personality Tests, Physical Sciences, Program Effectiveness, Program Length, \*Psychological Characteristics, Tables (Data), Testing

Identifiers—Omnibus Personality Inventory

The relationship between achievement and method of individualized instruction and testing was investigated using a class of 32 community college students. Construction of the mastery tests was described. For the class as a whole, students in a mastery-by-module group had slightly, but not significantly, higher scores than students in a mastery-by-objective group; but when scores from the Omnibus Personality Inventory were used to further divide the groups larger differences were noted. Eighteen separate hypotheses were tested, and five of them appeared to show significant differences. Students who studied and were tested by the mastery-by-module method did better than those who studied and were tested by the mastery-by-objective method in relation to four separate personality scores. The successful mastery-by-module students tended to be those who had low scores on Autonomy, low scores on Personal Integration, high scores on Impulse Expression and Complexity. Students using the mastery-by-module procedure who were low on Personal Integration needed fewer retake quizzes before reaching mastery. The mastery-by-module method was judged to be most appropriate for typical junior college students. (CTM)

**ED 155 225** TM 007 464

Bunda, Mary Anne  
Competency-Based Graduation Requirements: A Point of View. TM Report 66.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education

(DHEW), Washington, D.C.

Report No.—ERIC-TM-66

Pub Date 78

Note—18p.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, New Jersey 08541 (\$2.00)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Academic Standards, Basic Skills, Criterion Referenced Tests, Curriculum Development, Evaluation Criteria, \*Graduation Requirements, Legal Problems, Mastery Tests, \*Performance Based Education, Program Costs, \*Secondary Education, Senior High Schools, State Legislation, \*Student Certification, Teacher Morale, \*Testing Problems, \*Testing Programs, Test Reliability, Test Validity

Identifiers—Information Analysis Products, \*Minimal Competency Testing

Three areas of concern for those considering competency-based graduation requirements are discussed. First, what is involved in implementing a competency-based graduation requirement? The first tasks are the specification of performance standards and the performance skill areas. Then, appropriate certification procedures can be selected, and their reliability and validity can be verified. The second area of concern is the effect of the new requirements on school practices. The curriculum may be narrowed to concentrate on the skills to be measured, the year of certification may influence curriculum development, and expectations for the students may decline. Options for in-depth study of a particular area may be limited, the focus may be shifted to the slow learner, and slow learners may be discouraged from competing for a diploma. Teachers' organizations may react against the program, the amount of paperwork will increase, and the program may have a negative effect on staff morale. The third areas of concern are financial and legal aspects. The cost of the testing program and of increased remedial programs must be considered, and the probability of lawsuits is quite high. Though competency-based graduation requirements may be valuable, these potential negative effects must also be considered. (BW)

**ED 155 226** TM 007 493

Bassiss, Michael And Others

Executive Summary of Achievement in Basic Skills: 4th/8th Grade, Public and Parochial Schools.

Rhode Island Univ., Kingston. Curriculum Research and Development Center.

Spons Agency—Rhode Island State Dept. of Education, Providence.

Pub Date [22 Oct 76]

Note—32p.; For related documents, see TM 006 993 and TM 007 157; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Academic Achievement, Achievement Tests, \*Age Differences, Basic Skills, Demography, Differences, Elementary Education, Elementary School Curriculum, Grade 4, Grade 8, National Norms, Parent Attitudes, \*Parochial Schools, \*Performance Factors, Psychometrics, \*Public Schools, School Environment, Socioeconomic Status, Standardized Tests, Teacher Attitudes, Test Results

Identifiers—\*Iowa Tests of Basic Skills, \*Rhode Island

This study addresses two questions: (1) Why do fourth grade students in Rhode Island perform better on the Iowa Tests of Basic Skills (ITBS) than eighth grade students?, and (2) Why do Rhode Island parochial students perform better on the ITBS than public school students? The examination of both questions focused on three areas: school setting factors, population factors, and psychometric and test-intrinsic factors. Data were collected from interviews with teachers and administrators, a teacher questionnaire, demographic and test score files from the Rhode Island Department of Education, and the ITBS technical

manuals. Public school fourth to eighth grade differences were substantiated and attributed to differences in teacher perceptions of parental support, time spent in teaching reading, rate of absenteeism, and teacher perceptions of the effectiveness of discipline procedures. Likewise, parochial/public school differences were attributed to differences in the percentage of female students, teacher perceptions of parent support and student motivation, fathers' occupational status, time spent in teaching basic skills, pupil/teacher ratios, rate of absenteeism, and teacher perceptions of the effectiveness of discipline procedures. Complete data are available in the final report (TM 007 157). (BW)

## UD

**ED 155 227** UD 016 619

Barton, Josef J., Comp.  
Brief Ethnic Bibliography. An Annotated Guide to the Ethnic Experience in the United States.

Pub Date 76

Note—55p.

Available from—The Press of The Langdon Associates, 41 Langdon Street, Cambridge, Massachusetts 02138 (\$2.75)

**Document Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, \*Ethnic Groups, \*Ethnicity, \*Reference Materials, \*Resource Materials

This classified, annotated bibliography lists materials in ten broad categories: (1) general works that treat the American setting and the origins and development of a wide range of ethnic groups, (2) specific groups, (3) literature, (4) ethnic politics, (5) journals and newsletters, (6) the press, (7) reference works, (8) bibliographies, (9) archives, and (10) statistical sources. There is an index of authors and an index of specific ethnic groups. (Author/AM)

**ED 155 228** UD 016 763

Survey of Public Education in the Nation's Big City School Districts.

National School Boards Association, Washington, D.C.

Pub Date Mar 75

Note—106p.; Not available in hard copy due to institution's restriction

Available from—National School Boards Association, 800 State National Bank Plaza, P.O. Box 1496, Evanston, Illinois 60204 (\$6.75)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Boards of Education, Data Analysis, \*Metropolitan Areas, \*Public Education, \*Public Schools, Questionnaires, \*Surveys, Trend Analysis, \*Urban Areas

This study reports the findings of a survey of public education in America's 49 largest cities. The National School Boards Association (NSBA) Council of Big City Boards of Education conducted this study. This study covers the 1973-1974 school year, but similar studies have been conducted for other school years. The purpose of this report is to describe school board operations in the large cities and to reveal something about the changes taking place in them. The changes identified by the study indicate that: (1) there were fewer students in the large cities in 1973-74 than in 1970-71; (2) while total enrollment declined, the percentage of black and Spanish surnamed students in the big city schools increased; and (3) there were changes for the school boards also during this period. Surveys similar to this one were conducted in 1964-65, 1967-68 and 1970-71. The three surveys contained several similar questions. Data from all surveys are compared in this study. However, since the surveys are similar but not identical, interpretation of the data must be made with caution. (Author/AM)

**ED 155 229** UD 016 898

Warner, David C., Ed.

Toward New Human Rights: The Social Policies of the Kennedy and Johnson Administrations.

Texas Univ., Austin. Lyndon B. Johnson School of Public Affairs.

Spons Agency—Lyndon Baines Johnson Foundation, Austin, Tex.; Moody Foundation, Galveston, Tex.; National Inst. of Education (DHEW), Washington, D.C.; Public Health Service (DHEW), Dallas, Tex.; Texas State Dept. of Public Welfare, Austin.



Pub Date 77

Note—448p.; Based on technical papers presented at the Conference on Social Policies of the Kennedy and Johnson Administrations (Austin, Texas, September 12-16, 1976)

Available from—Lyndon B. Johnson School of Public Affairs, Office of Publications, Drawer Y, University Station, The University of Texas at Austin, Austin, Texas 78712 (\$5.95)

**Document Not Available from EDRS.**

Descriptors—Civil Liberties, Employment Programs, Equal Education, Equal Opportunities (Jobs), Equal Protection, \*Federal Programs, Health Programs, Health Services, Housing Opportunities, Income, \*Living Standards, \*Policy Formation, Political Influences, Program Evaluation, \*Quality of Life, \*Social Problems, \*Social Welfare

Identifiers—\*Human Rights, Johnson (Lyndon Baines), Kennedy (John F)

The social programs of the Kennedy and Johnson Administrations which were designed to extend basic rights to all citizens and to develop new social rights for those in need are examined in this book of papers presented at a conference. The initiation and development of the various programs are described and analyzed by scholars and policy makers. The results of the programs are evaluated and the future course necessary for fully carrying out their objectives is delineated. The book is divided into six sections focusing upon the move toward new human rights, the right to a decent standard of living, the right to health and medical care, the right to decent housing in a decent community, the right to equal educational opportunity, and the right to equality under the law. In each section different aspects of the topics are discussed by the individual authors and their arguments and conclusions are summarized. Brief profiles of the book's contributors and a list of conference participants are also included. (Author/GC)

ED 155 230

UD 016 941

**Contacts and Conflicts: The Asian Immigration Experience.**

California Univ., Los Angeles. Asian American Studies Center.

Pub Date Sep 75

Note—46p.

Available from—Asian American Studies Publications, University of California, 3232 Campbell Hall, Los Angeles, California 90024 (\$3.00)

**Document Not Available from EDRS.**

Descriptors—\*Asian Americans, Chinese Americans, Cultural Background, Cultural Enrichment, \*Curriculum Guides, \*Ethnic Groups, Ethnic Status, Females, Filipino Americans, \*Historical Reviews, \*Immigrants, Japanese Americans, Korean Americans, \*Racial Discrimination, Samoan Americans

In this curriculum guide to the Asian immigration experience, the topics discussed include: major immigration periods, early contributions of Asian immigrants, Chinese immigration, Japanese immigration, Filipino immigration, Korean immigration, early Asian women in America, Asian immigration to Hawaii, anti-Asian hostility, the exploitation of Asian farm workers, Asian war brides, recent trends in immigration, Samoan immigration, a recent immigration chart, and personal anecdotes and letters. The guide attempts to show that despite the hardships confronted in America, Asians contributed to the building of our society. Chinese immigrants proved to be indispensable in the completion of the transcontinental railroad in 1869. Japanese immigrants on the West Coast who entered the agricultural field helped to develop orchards, vineyards, and gardens on land that was either not used or in poor usage. The labor of Filipino immigrants in the 1920's and 1930's replaced that of the Chinese and Japanese laborers. Asians continue to play a significant social role in America today. Asians have progressed so much that they constitute a "success story" in the view of some people. Others note that economic discrimination against Asians exists and that while anti-Asian racism is subtle, it is very real. (Author/AM)

ED 155 231

UD 017 633

**Children: In Pursuit of Justice. A Rockefeller Foundation Conference. Working Papers.**

Rockefeller Foundation, New York, N.Y.

Pub Date Sep 77

Note—113p.

Available from—The Rockefeller Foundation, Publications Office, 1133 Avenue of the Americas, New York, New York 10036 (Free)

**Document Not Available from EDRS.**

Descriptors—\*Child Advocacy, \*Child Welfare, Conference Reports, \*Government Role, Health Needs, \*Legal Responsibility, \*Private Agencies

Identifiers—\*Children's Rights

The participants in this conference represent the fields of law and medicine, government and private agencies, foundations and academia. The papers presented deal with: justice in child health; the pursuit of justice for children in contemporary society; legal rights of children to health care; the role of the private sector in securing the rights of children; effective child advocacy; an overview of the New York State Division for Youth; and a cross national perspective on the pursuit of justice for children. The participants agreed on the necessity for a national commitment to accept responsibility for children's needs and rights. The group reached a consensus on certain priorities for action, including the better handling of the violent offender, and the reform of State and Federal reimbursement programs so that they support and provide incentives for effective care. Strategies for change were suggested. They included: creating a national network of child advocacy groups, test cases to broaden legal rights, and cooperation between the public and private sectors and the volunteer and the professional. (Author/AM)

ED 155 232

UD 017 809

**Education and Inclusion: A Report on the Church's Ministry in School Desegregation and Bilingual/Bicultural Education.**

United Presbyterian Church in the U.S.A., Philadelphia, Pa.

Pub Date Feb 77

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Attitudes, \*Bilingual Education, \*Church Responsibility, \*Church Role, Community Action, \*Community Cooperation, Elementary Secondary Education, Public Education, Religion, \*School Integration, Social Integration

Identifiers—\*Multicultural Education

The supportive role of the Church in school integration and bilingual bicultural education is linked to the religious goal of creating an "inclusive society." Legal requirements behind equal education programs and a number of reasons for the acceptance of multicultural education and integration are outlined. Ways that Presbyterians may facilitate the desegregation process through community action are described. These include working with other community groups to develop an awareness of and positive feelings about integration, bilingual education and an integrated society. (GC)

ED 155 233

UD 017 871

Newman, Joan A.

**Guidelines for Identifying and Counteracting Bias in Instructional Materials. Grades K-12.**

Olympia School District, Wash.

Pub Date Nov 77

Note—36p.; Part of Appendix A, copyrighted material, "Guidelines for Nonsexist Use of Language in NCTE Publications," has been omitted

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Personnel, \*Bias, Change Agents, \*Changing Attitudes, Class Activities, Curriculum Evaluation, Elementary Secondary Education, Evaluation Criteria, \*Evaluation Methods, \*Guidelines, \*Instructional Materials, Language Attitudes, \*Learning Activities, \*Perception, Stereotypes, Textbook Bias

Identifiers—\*Washington

This handbook is intended to assist educational personnel in promoting awareness of bias and to encourage teachers to deal constructively with bias in the classroom. It attempts to provide a rationale for evaluating materials in this area. Both the State guidelines and the State regulations prohibiting sex discrimination are discussed. Guidelines for identifying bias are given, with examples of particular types of bias. These include stereotypes, biased language, omissions, and perspective. Faculty and classroom activities to counteract bias are suggested. Ways of evaluating these activities are described in terms of: awareness of bias, awareness of the value of diversity, behavior intended to increase others' awareness, and behavior intended to promote equity. References to other sources of information are

given. Appendix A lists selected screening tools including a reprint from the Council on Interracial Books for Children called "Ten Quick Ways to Analyze Children's Books for Racism and Sexism." Appendix B is a glossary of terms in common use which are specifically related to bias. (Author/MC)

ED 155 234

UD 017 900

Zubrzycki, Jerzy

**Australia as a Multicultural Society.**

Australian Ethnic Affairs Council, Canberra.

Pub Date Aug 77

Note—22p.; Report submitted to the Australian Population and Immigration Council on the Green Paper, Immigration Policies and Australia's Population

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Involvement, \*Cultural Pluralism, Economic Factors, \*Ethnic Groups, Government Role, \*Immigrants, \*Migrant Education, Minority Groups, Non English Speaking, \*Policy Formation, Population Trends

Identifiers—\*Australia

This document was written in response to the Green Paper "Immigration Policies and Australia's Population." Various philosophies underlying and social policies implied by the identified issues of social cohesion, equality, and cultural identity are examined. An attempt is made to establish guidelines for immigration and settlement policies appropriate to a multicultural Australia. It is shown how these guidelines apply in the three areas embraced by the committees of the Australian Ethnic Affairs Council: settlement, community consultation and ethnic media, and education. Ways in which current settlement procedures continue to subvert egalitarian processes are outlined. Policy proposals are offered for the education of non English speaking adults and children. The need for rigorously assessing the demands of the Australian economy, as well as the country's capacity to absorb immigrants is stressed. (Author/GC)

ED 155 235

UD 018 137

Sweet, James A.

**Indicators of Family and Household Structure of Racial and Ethnic Minorities in the U.S. CDE Working Paper 77-29.**

Wisconsin Univ., Madison. Center for Demography and Ecology.

Spons Agency—Texas Univ., Austin. Population Research Center.

Report No.—CDE-WP-77-29

Pub Date Oct 77

Note—62p.; Paper prepared for the Conference on the Demography of Racial and Ethnic Groups (University of Texas, Austin, Texas, August 19-20, 1977); Not available in hard copy due to print quality of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—American Indians, Blacks, Chinese Americans, \*Demography, \*Ethnic Groups, \*Family (Sociological Unit), \*Family Structure, Filipino Americans, Japanese Americans, \*Minority Groups

This paper reviews some of the issues and concerns that have prompted the growth of interest in the demography of the family. It also examines a number of aspects of the family and the household structure of racial and ethnic minorities. The five racial minorities discussed are blacks, Chinese, Japanese, Filipinos and American Indians. The indicators examined for each group include: (1) age distribution, (2) family and household size, (3) persons not living in families, (4) distribution of households by life cycle stage, (5) characteristics of husband wife families, (6) female headed families and children living in two parent household, (7) families with non nuclear family members, and (8) living arrangements of certain categories of adults including young unmarried persons, recently married couples, separated and divorced persons without children, and separated and divorced mothers. The indicators were selected primarily on the basis of their utility with respect to assessing the impact of variation among racial and ethnic groups in family and household structure on measures of economic welfare and inequity. Results indicate that there is great diversity in the family and household structure among the racial and ethnic groups considered. (Author/AM)

ED 155 236

UD 018 173

**Protection in Evaluation: A Resource Manual.**

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
Report No.—CASE-27-77

Pub Date 77  
Contract—OEC-0-74-7895  
Note—117p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Bias, Court Litigation, \*Educational Legislation, Educational Theories, \*Evaluation Methods, \*Handicapped Children, Intelligence Tests, Manuals, \*Minority Group Children, \*Racial Discrimination, Research Reviews (Publications), Special Education, Standardized Tests, \*Testing Problems

Identifiers—\*Cultural Discrimination

Public Law 94-142 provides safeguards to assure that materials and procedures utilized for the purposes of evaluation and placement of handicapped children be selected and administered so as to avoid racial and cultural discrimination. This publication is designed to provide the educational community with information to assist them in bringing about needed change in evaluation practices. Through a review of educational and psychological literature, court decisions and legislation, the historical and theoretical underpinnings of current testing practices as applied to minorities are reviewed. The concept of equal educational opportunity is examined by reviewing litigation, laws and school financial patterns. The social and political history of IQ testing is reviewed. This review is supplemented by a discussion of current theoretical formulations with respect to IQ testing of the minority child. The standardization criteria most frequently used to classify children for special education are described. In order to show the legal consequences of biased assessment, litigation that has challenged testing practices and a study by the U.S. Office of Civil Rights on the overrepresentation of minority group children in special classes are summarized. References are provided throughout the document. (Author/GC)

**ED 155 237** UD 018 189

Aquila, Frank D.

U.S. v. Board of School Commissioners, Indianapolis: A Case in Point.

Pub Date 28 Mar 78

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 28, 1978)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Anti Segregation Programs, \*City Wide Programs, Demography, Elementary Secondary Education, Historical Reviews, \*Integration Litigation, \*Integration Plans, Public Opinion, \*Public Schools, \*School Integration, School Segregation  
Identifiers—\*Indiana (Indianapolis), \*Magnet Schools

In 1968, the Indianapolis Board of School Commissioners was found guilty of maintaining segregated schools in the district. The history behind and current status of court litigation on this matter are reviewed in this paper. Background information on school segregation in Marion County, Indiana, including a description of the county's racial demography, is provided. In addition, the latest integration plan, supported by the current school board, is outlined. This plan for desegregation on a city only (rather than metropolitan) level, calls for the creation of "magnet" high schools, new junior high schools, and the implementation of an "option plan" for elementary schools. The magnet high schools would offer programs in career education, the fine and performing arts, and the health professions. Under the option plan, parents of elementary school children would be able to select from schools offering a number of traditional and non-traditional approaches to elementary education. (GC)

**ED 155 238** UD 018 196

Days, Drew S., III

"Standing for What's Right": Speech by Drew S. Days, III Before the Law Week Banquet Sponsored by Memphis State University, Memphis, Tennessee.

Department of Justice, Washington, D.C. Civil Rights Div.

Pub Date 24 Mar 78

Note—10p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Civil Rights, \*Government Role, Institutionalized Persons, \*Institutional Role, \*Mental Illness, \*Mental Retardation, Retardation

Identifiers—Alabama, New York, \*Patients Rights, \*Wyatt V Stickney

In this speech the Assistant Attorney General of the Civil Rights Division of the Department of Justice notes that although progress has been made against racial and sex discrimination, there is an area in which civil libertarians have only recently become involved. This area concerns the rights of the mentally retarded and the mentally ill. A case involving conditions in Alabama's institutions is an example of the dehumanizing conditions to which this group is subject. In the landmark case, Wyatt Vs. Stickney, it was decided that institutionalized persons have a constitutional right to adequate care and treatment. The broader question however was whether the Department of Justice should become involved in other mental health cases. A situation involving the Willowbrook State School for the Mentally Retarded in Staten Island, New York helped to decide this issue in favor of involvement. After these two cases of litigation, the Civil Rights Division was deluged with requests to intervene in ongoing cases or to initiate litigation against institutions. The Division is now actively involved in 22 cases in the mental health/retardation field. Involvement in prisons remains a controversial area of concern. (Author/AM)

**ED 155 239** UD 018 200

Sherman, Lloyd R. Grannis, Joseph C.

Secondary Education Through Health, Environmental Health Program, 1976-77. Mount Sinai School of Medicine Final Report (Excerpts).

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date 28 Mar 78

Contract—G007602025-AR

Note—55p.; For a related document, see ED 149 008; Paper presented at the American Educational Research Association Annual Meeting (Toronto, Canada, March 28, 1978)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Alternative Schools, \*Black Students, \*Career Exploration, \*Educational Alternatives, Environmental Education, \*Health Education, Nonformal Education, Program Development, Program Evaluation, \*Secondary Education, \*Spanish Americans  
Identifiers—New York (New York)

The experiences of black and Hispanic students from low income families who spent their senior year in this program is reported and evaluated. The Secondary Education Through Health (SETH) program was designed to prepare interested inner city high school seniors to enter medical and health careers and to give them an understanding of environmental health issues affecting the East Harlem community. The program provided three types of learning settings: lecture or recitation classes in academic subjects, environmental health projects in which students functioned as field researchers, and job placements in various working units throughout the hospital. The overall objective of the program was to contribute to a conceptual scheme and a methodology for documenting and evaluating qualitatively and quantitatively both formal and nonformal aspects of alternative educational programs. (Author/MC)

**ED 155 240** UD 018 202

Doss, David A. Hester, Joy

Compensatory Programs Do Not Supplant, They Supplement. Right?

Pub Date Mar 78

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March, 1978); Not available in hard copy due to reproduction quality of the original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Bilingual Education, \*Class Size, \*Comparative Analysis, \*Compensatory Education Programs, \*Educational Quality, Elementary Education, \*Federal Programs, Program Effectiveness, Statistical Analysis, Time Factors (Learning)

Identifiers—\*Elementary Secondary Education Act Title I

The regulations and guidelines issued by the Office of Education and state education agencies

imply that local districts must provide "something extra" with ESEA Title I funds. In many schools, other compensatory education programs also compete for the time of Title I eligible students. In an attempt to determine what the something extra is that Title I provides and the effects of multiple compensatory programs on providing the something extra, information from a 1976-77 study of elementary school students served by multiple compensatory programs and a study involving daylong observations of 225 students was analyzed to answer the following questions: Are Title I students receiving something extra? If a student is served by Title I and a bilingual program, does the something extra from Title I get lost in the competition for the student's time and attention? The results show that students served only by Title I worked in smaller groups than students in non-Title I schools. Students in Title I schools spent more time in activities which did not involve direct instruction (assemblies, school fairs, field trips, etc.) than did students in non-Title I schools. Further, students served by Title I and a bilingual program received substantially less reading instruction than did the other students observed. (Author/GC)

**ED 155 241** UD 018 213

Bassin, Marc Gross, Thomas

Organization Development, a Viable Method of Change for Urban Secondary Schools: Assessment of a Pragmatic Model, High School Self-Renewal.

Pub Date Mar 78

Note—128p.; For related documents, see UD 018 014-018; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 1978)

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Case Studies (Education), Educational Change, Improvement Programs, \*Organizational Change, Organizational Development, \*Program Effectiveness, \*School Organization, \*Senior High Schools, Urban Education, \*Urban Schools  
Identifiers—\*New York (New York), \*School Self Renewal Program

This study is based on an external assessment of the School Self-Renewal Program in New York City. The program represents the largest and longest running Organization Development (OD) program in the country. Twelve of 24 high schools participating in the program in 1977 were sampled. The renewal model employed for school based change was found to be a powerful influence on the participative problem solving process. It proved to be flexible in its successful application in a variety of subsystems: school wide staff groups, student groups, administrative teams, and academic departments. In addition, a number of improvements were found to have occurred in the areas of curriculum, administrative reorganization, and mini-schools. The role of the OD consultant team in bringing about these improvements, processes by which the program is funded, and the current status of the program are described in this document. The limitations of OD as a process for improvement of urban secondary schools are also analyzed. (Author/GC)

**ED 155 242** UD 018 214

Kaplan, Bernard A. Forgiome, Pascal D., Jr.

Parent Involvement in Compensatory Education Programs: Problems and Potential Strategies Across 32 School Districts.

Pub Date Mar 78

Note—30p.; Paper prepared for the American Educational Research Association Annual Meeting (Toronto, Canada, March, 1978)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Compensatory Education Programs, Elementary Secondary Education, \*Federal Regulation, Government School Relationship, Parent Associations, \*Parent Participation, \*Parent Role, \*Program Evaluation  
Identifiers—\*Elementary Secondary Education Act Title I

Parent participation as a requirement of Title I programs is examined in this report. The extent and degree to which this participation is effectively implemented in 116 schools in eight states is described. Data from Federal, State and local officials and from Title I parents were used to determine what problems mandated parent involvement might cause in compensatory education programs. An effort was made to find programs, practices and strategies that could serve as examples of successful parent participation.

Several changes in practice and policy on the Federal, State and local levels are suggested for improving present levels of parent involvement in Title I programs. Areas for future research are also outlined. (Author/GC)

**ED 155 243** UD 018 216  
Edmonds, Ron

**Developing Student Competency: Alternative Means and Attendant Problems.**

Pub Date Nov 77

Note—9p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Academic Achievement, \*Court Role, \*Educational Accountability, Educational Alternatives, Educational Policy, Elementary Secondary Education, \*Performance Based Education, \*Political Influences, Racial Discrimination, \*School Role, Trend Analysis

In its most simple form, competency means that the student must demonstrate that he knows certain things and that he can do certain things before being passed on to the next level of schooling. In its most politically potent form, competency means that school personnel are judged by how well pupils acquire minimum school skills. In this paper the analysis of competency and of other trends in educational policy proceeds from the assumption that education is political before it is anything else. The politics of decision making determine what the schools must do. Two of the forces that are used to decide which kinds of educational politics are most likely to prevail in policy matters pertaining to competency are the convergence of the evolution of judicial perspective on minimum competencies, and the enormous public clamor for measures of pupil progress. Various court cases involving adequate education, right to treatment, and educational malpractice describe a judiciary that is moving closer and closer to asserting the legal right of all students to certain minimum competencies. (Author/AM)

**ED 155 244** UD 018 217  
Edmonds, Ron

**An Evaluation of the Circle Incorporated Carnegie Project: To Improve Reading Skills of Black Children.**

Pub Date Aug 75

Note—18p.; Not available in hard copy due to reproduction quality of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Black Students, Elementary Education, \*Family Involvement, Grade 2, Grade 3, Grade 4, Instructional Materials, Program Descriptions, Program Evaluation, \*Reading Improvement, \*Reading Programs, \*Reading Skills, \*Self Concept, Success Factors  
Identifiers—Cureton Instructional Strategy, \*Massachusetts (Boston)

A reading program carried out at the Afro-American Studies Resource Center in Roxbury, Massachusetts, is evaluated in this paper. The program's overall intent was to improve reading skills through improved self concept. The fifty-eight black and brown children who participated were in grades 2, 3, and 4 of the Boston public schools and were six months or more behind in their reading scores. Reading scores were derived primarily from pre-program standardized achievement tests administered by program personnel. The Circle, Inc. approach entailed use of the Cureton instructional strategy, involvement of the total family in the learning, and the employment of culturally relevant instructional materials. The majority of the children made positive gains in their reading scores after ten to twenty months of participation in the program. A minority of children did not show gain, but did show some improvement. (Author/AM)

**ED 155 245** UD 018 218  
Stake, Jayne E.

**Success and Failure: Factors in Female Aspiration Behavior.**

Pub Date [76]

Note—23p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Academic Aspiration, \*College Students, Failure Factors, \*Females, \*Goal Orientation, Higher Education, Models, \*Occupational Aspiration, \*Success Factors

On the basis of evidence showing the effect of failure on males and mixed sex groups and on the basis of Horner's theory regarding the effect of success on females, it was hypothesized in this

study that both success and failure feedback would disrupt female goal setting, and lead to less positive affect. Seventy-five female undergraduates were assigned to an experimental program in which they received failure, success, or neutral feedback with regard to their performance on a digit symbol task. Contrary to prediction, success subjects set more realistic goals than control subjects and did not indicate less positive affect than controls. Also, failure subjects set less realistic goals, felt less confident about reading their goals, and felt worse about their performance than did success subjects. These findings indicate that reactions to failure, but not reactions to success, interfered with female aspiration behavior. Rather than continuing to search out evidence for fear of success, it is concluded that greater attention should be given to factors, specific to women, that are associated with failure and fears of failure. Possible factors include lower expectations for occupational success and lack of defensiveness against negative feelings aroused by failure. (Author/AM)

**ED 155 246** UD 018 223  
Ethnic Resource Guide: An Annotated Bibliography for Teachers.

Illinois State Office of Education, Chicago. Urban and Ethnic Education Section.; Illinois Univ., Chicago Circle. Dept. of Policy Studies.  
Pub Date Aug 75

Grant—346-20-10-120

Note—64p.; For related documents, see UD 017 925-929

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—American Indians, Asian Americans, Blacks, \*Community Resources, \*Ethnic Groups, \*Ethnic Studies, Folk Schools, Italian Americans, Jews, \*Libraries, Minority Groups, Museums, Polish Americans, Religious Cultural Groups, Religious Organizations, \*Resource Guides, Spanish Americans  
Identifiers—German Americans, \*Illinois (Chicago), Lithuanian Americans, \*Multicultural Education, Swedish Americans, Ukrainian Americans

This guide represents an effort at identifying resources in the Chicago area that are related to multicultural and multiethnic education. The guide was compiled by students at the University of Illinois. The educational value of the process of compilation of the guide is discussed. The training of compilers and the research methodology used are also described. Resources listed include schools, museums, religious centers, libraries, community organizations, publications, commercial enterprises, and official agencies. Chicago area ethnic groups covered by the guide include Afro Americans, Asians, Chicanos and other Latin Americans, Germans, Italians, Jews, Lithuanians, Native American Indians, Poles, Swedes, and Ukrainians. Under each resource listing, a brief description of its function and its resource materials is included. (GC)

**ED 155 247** UD 018 224  
Bishop, George D.

**Effects of Belief Similarity and Dialect Style on Interracial Interaction.**

Pub Date Sep 76

Note—10p.; Best copy available

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Beliefs, \*Black Dialects, Black Students, Caucasian Students, \*Changing Attitudes, \*College Students, Females, Higher Education, \*Intergroup Relations, Language Role, Race Relations, \*Racial Attitudes, \*Student Attitudes

Identifiers—\*Connecticut

This study investigated the roles of both belief similarity and dialect style on white subjects' attitudes and nonverbal behaviors toward black or white people in a face to face interaction. The experimental design consisted of six cells defined by two levels of belief similarity crossed by three levels of the race and dialect manipulations (white confederates speaking white English, and black confederates speaking black English). Eighty-eight white undergraduate women recruited from a state college in Connecticut were selected as subjects for the study. The experiment consisted of three parts: filling out an attitude questionnaire which included the 7 items used for the belief manipulation task, an irrelevant intervening task, and the belief similarity manipulation. Findings indicate that dialect style is one important variable in interracial perception. (Author/AM)

**ED 155 248** UD 018 225

Pentecoste, Joseph C.

**A System Approach to Urban Education.**

Pub Date Nov 75

Note—13p.; Paper presented at National Conference on Urban Education (1st, Kansas City, Missouri, November, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Black Students, \*Economic Factors, \*Educational Testing, Elementary Secondary Education, Minority Groups, Political Issues, Publishing Industry, \*Social Systems, Standardized Tests, \*Systems Analysis, Systems Concepts, Textbooks, \*Urban Education  
Identifiers—\*Economic Systems

Through the conceptual use of systems analysis, systems which impinge upon current urban education are discussed in this paper. Examples are offered of subsystem changes within education and ways these changes affect the results of the educational system. Relationships between urban education and the United States social and economic systems are stressed in terms of the education of blacks and minority groups. Decisions taken in the crisis provoking atmosphere of the civil rights movement are cited as examples of education's response to its social mission. Errors resulting from this response are mentioned. Within the economic system, a number of subsystems are shown to play crucial roles in urban and minority education. These include the publishing system and the business generated by the demand for textbooks and materials appropriate to new educational approaches, the system of Federal and State funded programs, and the standardized testing procedure system. In all of these cases it is asserted that the subsystems, because they possess such a capacity for employment of persons and/or generation of income, manipulate education, rather than the reverse. It is also shown that the testing system contributes to the current role of urban education, that is, a legitimization of the social and economic status quo. Academic failure of black children under this system is discussed to illustrate this problem. (GC)

**ED 155 249** UD 018 227

Nolan, Mary

**Portland Public Schools, 1950 to 1977.**

Portland Bureau of Planning, Oreg.

Pub Date Apr 78

Note—93p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Budgets, Declining Enrollment, \*Educational Change, Elementary Secondary Education, \*Enrollment Trends, \*Grade Organization, Middle Schools, \*Public Schools, Reports, School Community Cooperation, School Construction, \*School Demography, School Districts, School Organization  
Identifiers—\*Oregon (Portland)

Various aspects of public education in Portland, Oregon, since 1950, are reviewed in this document. Past enrollment trends, the current decline in enrollment, and the demographic distribution of that decline are described. Possibilities for future enrollment are examined based upon assumptions about future fertility and migration trends. In addition, information is offered about the number and physical condition of public schools in the district, including a list of their respective construction dates. Cooperative programs between the city and the school district are also described. Financial considerations are discussed in an examination of the school district budget and the problem of rising costs. A reorganization plan, drawn up by the school board in 1970, is outlined. The state of implementation of the plan, which calls for strengthening educational policy in the upper grades and the shift to middle schools for improving services to adolescent students, is reviewed. (GC)

**ED 155 250** UD 018 231

Williams, Walter E.

**Youth and Minority Unemployment: A Study Prepared for the Use of the Joint Economic Committee, Congress of the United States, Ninety-fifth Congress, First Session. Joint Committee Print.**

Joint Economic Committee, Washington, D.C.

Pub Date 6 Jul 77

Note—32p.; Parts of this document may be marginally legible due to the print quality of the original document



Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-070-04098-0)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**\*Black Employment, Employment Practices, Employment Problems, Employment Programs, Employment Qualifications, \*Employment Statistics, Employment Trends, Job Training, \*Labor Market, Labor Unions, Literature Reviews, Minority Groups, Policy, \*Statistical Data, Tables (Data), \*Unemployment, \*Youth Employment

**Identifiers—**\*Davis Bacon Act

In this study, the problem of youth and minority employment in the United States is analyzed. The scope and character of the problem is defined. To demonstrate worsening trends, data from selected years since 1946 are presented. A preliminary explanation of supply and demand in the labor market is offered. A number of the causes of youth employment, as outlined in the current literature, are reviewed. These include market restrictions, minimum wage laws, discrimination, and inadequate skills. Other possible adverse effects are hypothesized to result from the market control of unions, the Davis-Bacon (wage protection) Act, and present manpower policies. The discussion is supported and supplemented by extensive statistical tables on various facets of U.S. youth and minority employment. Aspects of this data are compared to relevant statistics from other countries. Policy recommendations, including better job training and education in the labor market, are offered. (GC)

**ED 155 251** **UD 018 232**

**Equal Opportunity in the Fort Wayne Community Schools: A Continuing Struggle.**

Indiana State Advisory Committee to the U.S. Commission on Civil Rights, Indianapolis.

Pub Date May 77

Note—56p.; Parts of this document may be marginally legible due to the print quality of the original document

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—**Bus Transportation, Civil Rights, \*Educational Opportunities, Elementary Secondary Education, \*Equal Education, Integration Litigation, \*Integration Methods, \*Integration Plans, Minority Groups, \*Racially Balanced Schools, \*School Integration, Student Placement, Teacher Placement, Urban Schools

**Identifiers—**\*Indiana (Fort Wayne)

This report from the Indiana Advisory Committee to the United States Commission on Civil Rights discusses issues of equal educational opportunity in the Fort Wayne Community Schools (FWCS). It was found that, while racially identifiable junior and senior high schools have been eliminated, the proportion of minority students attending racially identifiable elementary schools increased from 67 percent in 1970 to 78 percent in 1975. From 1969 to 1975 there were several Title VI violations, including teacher and student assignment practices. In 1975, charges were dropped, except teacher assignment. Civil Rights violations are still being reviewed. A recent reorganization plan proposed by the FWCS superintendent has met opposition from many white and minority organizations, parents, and teachers. Opposition has centered on plans to close several inner city schools, build a new high school in an all white area, place the burden of busing entirely upon minority students, and desegregate only a portion of the elementary schools. Based on these findings, the Advisory Committee makes a number of recommendations to the FWCS, the Office for Civil Rights, and the Department of Justice regarding the Fort Wayne case. (Author/MC)

**ED 155 252** **UD 018 234**

**Smith, Hyrum Cannon. Smith, Van Nguyen.**

**Evaluating Program Effectiveness: Measuring Input, Process, and Product Variables in N.Y.C. Federally Funded High School Bilingual Programs.**

Pub Date [78]

Note—91p.; Appendix E may not reproduce clearly due to the print quality of the original document

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors—**\*Bilingual Education, Budgets, Measurement Instruments, Program Budgeting, \*Program Effectiveness, \*Program Evaluation, Program Proposals, \*Records (Forms), School Surveys, \*Senior High Schools

**Identifiers—**\*Elementary Secondary Education Act Title VII, \*New York (New York)

There have been questions regarding the effectiveness of Federally funded programs. In this paper the possibility that programs might be effective but that their effectiveness is not being reported is investigated. Seven of the twelve Title VII bilingual programs in the New York City high schools were evaluated, using their funding proposals and Board of Education Evaluation Reports, to discover the relationship between input, process and product variables. It was determined that the reporting format made comparisons among programs or between programs and parent schools very difficult. Report forms are discussed. Selected input (personnel cost, staff mix and staff qualifications), process, and product (student attendance, examination scores, and language and achievement test results) variables are analyzed and the findings are described. Specific recommendations for improving reporting procedures are offered. Appended to the work are copies and analyses of individual school program budgets. (Author/GC)

**ED 155 253** **UD 018 242**

**Facts and Figures about Chinese Americans.**

Association of Chinese Teachers, San Francisco, Calif.

Pub Date [77]

Note—6p.; Best copy available

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Bias, \*Census Figures, Chinese, \*Chinese Americans, Economic Status, \*Historical Reviews, \*Immigrants, Migration Patterns, \*Racial Discrimination, \*Socioeconomic Status, Statistics

In this brief collection of facts and figures about Chinese Americans, information and data are presented on the geographic location of Chinese in America, the pattern of Chinese immigration to the United States, and income and occupations of Chinese Americans. In addition, a brief chronology of Chinese American history is presented. (Author/AM)

**ED 155 254** **UD 018 260**

**Colclough, Glenn.**

**Racial Composition of Schools and Mobility Projections of South Carolina Black Youth.**

Pub Date 8 Feb 78

Note—14p.; Paper presented at the Annual Meetings of the Southern Association of Agricultural Scientists (Houston, Texas, February 5-8, 1978); For a related document, see ED 086 386

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Academic Aspiration, \*Blacks, \*Educational Mobility, Expectation, Grade 10, \*Racial Composition, \*School Environment, \*School Integration, Secondary Education

**Identifiers—**\*South Carolina

Whether or not the racial composition of a school affects black students' educational expectations is examined in this paper. It compares the educational expectations of 1973 high school sophomores with a 1967 group. Data were collected via questionnaires administered to groups of entire 10th grade classes. The study population was drawn from a wide range of racially mixed school environments in South Carolina. It is concluded that the data support the view that the desegregation process has at least short term effects on the educational expectations of black youth. In all cases where black enrollments dramatically changed, expectations were lowered between 1967 and 1973. (Author/AM)

**ED 155 255** **UD 018 261**

**Anyone's Guide to Filing a Title IX Complaint.**

National Organization for Women, Washington, D.C. Legal Defense and Education Fund.

Pub Date Mar 78

Note—5p.

Available from—PEER, Project on Equal Educational Rights, 1029 Vermont Avenue, N.W., Suite 800, Washington, D.C. 20005 (n.c.)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Civil Rights, Discriminatory Legislation, \*Equal Education, \*Equal Opportunities (Jobs), Females, \*Guidelines, Reference Materials, Resource Materials, \*Sex Discrimination

**Identifiers—**\*Education Amendments 1972 Title IX

Discriminatory treatment based on sex by schools, colleges, and other institutions receiving Federal education aid is illegal in the United

States according to Title IX of the Education Amendments of 1972. This brochure provides a practical guide to filing a Title IX complaint. A list of addresses where Title IX complaints can be filed is included. (Author/AM)

**ED 155 256** **UD 018 262**

**Robbins, Natalie.**

**Multi-Ethnic Curriculum.**

Columbia Univ., New York, N.Y. General Assistance Center for Equal Educational Opportunity.

Pub Date [77]

Note—16p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Cross Cultural Training, \*Curriculum Development, \*Curriculum Guides, \*Curriculum Planning, \*Ethnic Groups, Ethnicity

**Identifiers—**\*Multicultural Education

A multiethnic curriculum reflects and is sensitive to the ethnic diversity within American society. In this kind of curriculum, ethnic content about a variety of ethnic groups is incorporated into all subject areas, from preschool through grade twelve. Several goals should be considered when developing a multiethnic curriculum. The curriculum should attempt to: (1) enhance students' self identity and self concept, (2) develop students' understanding of and tolerance for America's ethnic groups, and (3) help students' decisionmaking skills so that they can become effective change agents in society. Learning activities which reflect multiethnic learning goals include: using a culture's oral tradition and folk tales, examining the origins and use of foods eaten by different cultures, using open ended stories that present problem situations, showing films, role playing and dramatization. (Author/AM)

**ED 155 257** **UD 018 263**

**Robbins, Natalie.**

**Sex Equity in Education. A Reference Sampler.**

Columbia Univ., New York, N.Y. General Assistance Center for Equal Educational Opportunity.

Pub Date [77]

Note—20p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Academic Achievement, Females, \*School Role, Self Esteem, \*Sex Discrimination, \*Sex Role, \*Sex Stereotypes, \*Socialization, \*Teacher Role

**Identifiers—**\*Education Amendments 1972 Title IX

Standardized, oversimplified conceptions of behaviors that are appropriate to males and females are called sex role stereotypes. Expectations are formed on the basis of these stereotypes. Traditional notions of sex role are changing as a result of new trends in technology, social organization, and economics. Research indicates that female students seem to indicate a loss of academic ability and self esteem as they progress through school. Schools have previously functioned to transmit traditional sex role assumptions through educational socialization. School personnel behavior, counseling and guidance, sex segregated schools, grouping, extracurricular activities, academic or classroom maintenance assignments, textbooks and instructional materials, and sex stereotyped assignments of roles in the education profession have all contributed to this kind of socialization. There are ways to combat sexism. Teachers can reduce sexism by making students aware of sex stereotypes, by clarifying students' feelings, and by instructing students to take action to change their behavior and that of society. (Author/AM)

**ED 155 258** **UD 018 264**

**Roberts, Sarah Jane.**

**ESSE Title I Evaluation Workshops.**

RMC Research Corp., Mountain View, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—RMC-R-UR-329

Pub Date Jan 78

Note—65p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—**\*Administrator Education, \*Compensatory Education Programs, Federal Programs, Inservice Education, \*Program Administration, \*Program Evaluation, Project Training Methods, Reports, State Programs, State Surveys, \*Workshops

Identifiers—\*Elementary Secondary Education Act Title I, \*Evaluator Education

During fiscal year 1977, training workshops on the new ESEA Title I evaluation and reporting system were conducted for State level program administrators and evaluators. In this report, the workshop activities are documented. The purposes and development of the evaluation system and the technical assistance efforts are summarized, as an introduction to the program. In the remainder of the report, the content, materials and procedures of the workshops are focused upon. Their role in the overall teaching strategy is discussed. Also described are the revisions of training materials, including the evaluation forms and instructions themselves, as well as technical papers on subjects such as testing of Title I students and selection of students. Some of the complexities of running an intensive training program on a nationwide scale are outlined. (Author/GC)

ED 155 259 UD 018 269

Summers, James C. Zeller, Frederick A. West Virginia 4-H Community Resource Development. Final Evaluation Report.

West Virginia Univ., Morgantown. Center for Extension and Continuing Education.

Pub Date Mar 76

Note—130p.; Pages 95-102 are not reproduced due to reproduction quality of the original document; For a related document see UD 018 270

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Community Development, \*Community Involvement, Leadership Training, Participant Characteristics, Program Effectiveness, \*Program Evaluation, \*Rural Youth, Success Factors, Young Farmer Education, Youth Leaders, \*Youth Opportunities, \*Youth Programs

Identifiers—\*Four H Clubs, \*West Virginia

This report is a description and analysis of the 4-H Community Resource Development Program (4-H/CRD). It is based on the proposition that youth activity can be motivated by the prospect of influencing community decisions and outcomes and that the subsequent related activity will be productive of participatory skills of lifelong value in an industrially mature society. In this report of 4-H/CRD in nine counties of West Virginia, data are analyzed and described in terms of the principal participants in the program: the 4-H staff, the youth, and, to a lesser extent, certain groups of adults such as community leaders and volunteer leaders. All of the data were gathered between 1973 and 1975. The researchers attempted to conduct their work in such a way as to provide continuous feedback to the program staff. The final report of the research was intended to provide some indication of the probability of success in extending this particular type of program within West Virginia's overall 4-H program in the future. Conclusions and recommendations are presented. (Author/MC)

ED 155 260 UD 018 270

Summers, James C. Zeller, Frederick A.

Urban 4-H in West Virginia: A Longitudinal Evaluation and Development of a Programming Model.

West Virginia Univ., Morgantown. Center for Extension and Continuing Education.

Pub Date Jul 77

Note—239p.; For a related document, see UD 018 269

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Data Analysis, \*Disadvantaged Youth, \*Inner City, Longitudinal Studies, Low Income Groups, Participant Characteristics, Program Descriptions, \*Program Development, \*Program Evaluation, Youth Opportunities, \*Youth Programs

Identifiers—\*Four H Clubs, \*West Virginia

The Urban 4-H Program involved low income, inner city youth in two of the State's largest cities. The project background is described. Data bearing on the program planning process and attempts to ascertain the nature, source, and extent of influences affecting that process is analyzed. Urban 4-H Program participants are compared on several characteristics to a random sample of nonparticipating youth. In addition, longitudinal data and an analysis of Urban 4-H participants and the program staff are presented. Finally, the first three years of experience with the program, the conclusions from this experience, and recommendations with respect to future programs are described. (Author/MC)

ED 155 261

Gilbert, M. Jean

A Five Week Alcoholism Ethnography Conducted in Three Spanish Speaking Communities.

California State Office of Alcoholism, Sacramento.

Pub Date [78]

Contract—ALC-34060-5

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Acculturation, \*Alcoholism, \*Cultural Factors, \*Drinking, Immigrants, \*Mexican Americans, Sex Differences, Sex Role, Social Behavior, Social Class, Social Services

Identifiers—\*California, \*Ethnography

As part of a study of the cultural and societal factors influencing alcohol use and abuse and variations in drinking patterns among California's Spanish speaking population, ethnographic research was conducted in three separate communities. In this paper, the design and methodology (including participant observation), and some of the results of the ethnographic data collection are outlined. Settings in which drinking takes place among Mexican Americans are described. The varying degree and manner in which Mexican American women were participants in drinking scenarios are used to demonstrate some of the cultural contrasts and influences in drinking behavior. A positive correlation was found between a woman's active participation in public drinking activities and her acculturation as assessed by language, dress and, if known, generation (in terms of immigration). The implications of differences in norms and sex role behavior accompanying acculturation are mentioned as they relate to alcoholism programs. The importance to social service delivery of the types of information which may be gained by ethnography is stressed. (Author/GC)

ED 155 262

Darton, Andrew W., Jr. Linville, Malcolm E.

Lecture-Demonstration: Using Multi-Ethnic Cultural Materials to Prepare University Students to Teach in the Inner-City.

Pub Date [77]

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Black History, Blacks, Ethnic Relations, \*Ethnic Studies, Ghettoes, Higher Education, \*History, Inner City, Literature, \*Minority Groups, Music, Nonstandard Dialects, \*Teacher Education

Identifiers—\*Black English, \*Multicultural Education

This course is designed to give university students an introduction to the varying social and cultural backgrounds of students in inner city communities. Materials in the areas of literature, music, and history are assigned and presented to these future teachers. Class presentations are used to help students to broaden their perspectives and sensitivities with regard to minority groups. In order to improve verbal communication between these students, who are usually from middle class, standard English speaking backgrounds and ghetto residents who may speak nonstandard English, phonograph records and tapes of black English are played in the classroom. Dramatizations and readings from ethnic history are used to help students to understand the struggle of minority groups for basic human rights. It is hoped that the increased understanding fostered by this course will result in improvements in urban education. (GC)

ED 155 263

Paznik, Jane

Artistic Elements in Black English: Implications for Urban Education.

Pub Date 24 Nov 75

Note—20p.; For a related document, see ED 146 302; Paper presented at the National Conference on Urban Education (1st, Kansas City, Missouri, November 24, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Black Dialects, \*Black Students, Creative Art, \*Creative Writing, Curriculum Development, Descriptive Linguistics, Educational Change, Junior Colleges, Junior College Students, Language Patterns, Language Role, \*Language Styles, Models, Nonstandard Dialects, \*Student Teacher Relationship

Identifiers—\*Black English

UD 018 271

In this document black English is discussed in terms of its artistic and creative elements. A schematic design for the analysis of the artistic dimensions of language is presented. The "black" way of saying things, or sense of language, is described as putting a premium not only on how words function but also on how they sound. Various examples of speech events/forms in black English are mentioned including: playing the dozens, signifying, capping, and monitoring. Dramatic, indirection, orational, orchestration, and imagistic figures in black speech are briefly described, and excerpts from works of black writers are presented as examples of these figures. In addition, excerpts from black students at the community college level are attached to this document, and creative and artistic elements in these writings are pointed out. A disclosure model for the study of language is described. It is asserted that such a model would permit teachers to see students as users of verbal art forms, and to recognize their use of stylistic options, even when different from those usually taught as acceptable. The implications of this model with regard to student evaluation and placement, the nature and context of teacher intervention, and curriculum assessment and development are described. Existing curricula which use a contrastive approach to black English grammar are mentioned. (GC)

ED 155 264 UD 018 282

Educational Opportunities Through Federal

Assistance Programs, Fiscal 77.

Ohio State Dept. of Education, Columbus.

Pub Date 77

Note—25p.; This document contains many photographs which are not reproducible.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Basic Education, \*Annual Reports, \*Compensatory Education, Educationally Disadvantaged, Educational Opportunities, \*Educational Programs, Elementary Secondary Education, Handicapped Children, Migrant Child Education, Minority Groups, Public Education, \*State Departments of Education, \*State Federal Aid, Statistical Data

Identifiers—\*Elementary Secondary Education Act Title I, \*Elementary Secondary Education Act Title IV

In this publication, the 12th annual report of the Division of Federal Assistance in the Ohio Department of Education, division activities during the 1976-77 school year are summarized. Statistical, fiscal, and graphic data are presented. The purpose, size and scope of various programs administered by the division are reviewed. The impact of educational opportunities provided through various acts and titles are explained in an assessment of progress made during the past five years. During fiscal 1977, the Division of Federal Assistance was responsible for seven distinct areas covered by the Elementary and Secondary Education Act. These included four Title I programs, designed to meet the instructional needs of educationally disadvantaged, handicapped, and institutionalized children and children of migratory agricultural workers; two Title IV programs; and an Adult Basic Education program. Three other Federal programs were also delegated to the division. (Author/GC)

ED 155 265 UD 018 283

Apple, Karen K. And Others

Money Income and Poverty Status in 1975 of Families and Persons in the United States and the Northeast Region, by Divisions and States (Spring, 1976 Survey of Income and Education). Current Population Reports, Series P-60, No. 110.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date Mar 78

Note—194p.; For related documents, see ED 143 564 and SO 010 379; Not available in hard copy due to reproduction quality of the original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.75)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Census Figures, Demography, Ethnic Groups, Geographic Location, \*Income, \*Poverty Research, \*Socioeconomic Status, \*Tables (Data)

This report contains estimates for families, unrelated individuals, and persons by money income and poverty status for the United States, the

Northeast region of the U.S., and the divisions and states within the region. The estimates were obtained from the Survey of Income and Education (SIE), which was conducted between April and July 1976 by the Bureau of the Census. This report updates 1970 census money income and poverty estimates for these areas. The report consists of three basic tables comprising six pages of data for all states and divisions within the region. The first table contains income distributions for families and unrelated individuals cross classified by a broad range of socioeconomic and demographic characteristics. The second table contains a selection of similar data for persons by sex. In the third table, data for the poverty population are shown for a broad range of characteristics. The characteristics include residence, tenure, type of family, size of family, number of related children under 18 years of age, number of earners, age, race, occupation, work experience, education, duration of unemployment, main reason for not working, type of income, subsidized housing of renters, and living arrangements for unrelated individuals. (Author/AM)

**ED 155 266** UD 018 293

Hannon, Barbara

**Toward Understanding the Persistence of Opposition to School Desegregation in Boston.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date [77]

Note—12p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Bus Transportation, Civil Rights, \*Community Attitudes, Community Involvement, \*Community Problems, Court Role, Elementary Secondary Education, Federal Courts, \*Negative Attitudes, Neighborhood Schools, Public Schools, \*School Integration, School Segregation

Identifiers—\*Massachusetts (Boston)

In Boston a number of factors contributed to the prolonged community resistance to school desegregation and busing to achieve it. First, for ten years prior to 1974, Boston residents had been assured that their children had a right to attend neighborhood schools and that this right would never be abridged. Thus, the court order to utilize bus transportation in desegregation constituted a "disruption of expectations," a phenomenon which social scientists say is a cause of participation in social movements. Second, the anti integration movement in Boston had a strong organizational base. Politicians involved had extensive support networks and resources, including office space, phones, and personnel provided by the City Council. A third factor was the assignment of responsibility for the desegregation problem and its resolution to supra city institutions, especially the Federal government. These three factors interacted to encourage white parents to believe that the schools had not been intentionally segregated, that the court order would be rescinded because of its unfairness, and that the cause of restoring constitutional rights to whites would be successful. The absence of a significant white pro integration movement was a fourth factor in the resistance. Finally, a climate of tolerance for the anti integration movement's activities existed in the city, with public elected officials, police and other law enforcement agencies failing to support desegregation. (Author/GC)

**ED 155 267** UD 018 295

Murphy, Anthony J.

**Teaching about Urban Issues.**

Pub Date 22 Nov 77

Note—8p.; Paper presented at the Annual National Conference on Urban Education (Third, Norfolk, Virginia, November 20-22, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Adult Students, City Problems, \*College Students, Housing, \*Junior Colleges, Low Income Groups, \*Political Attitudes, Political Science, \*Student Attitudes, Transportation, Urban Environment, \*Urban Studies, Urban to Suburban Migration

Identifiers—\*New York (New York)

In the study described in this paper, the attitudes of evening college students toward urban issues were assessed. Students' responses concerning assertiveness in reconciling such issues as housing, transportation, environment, poverty and the urban/suburban relationship in the New York metropolitan area were measured in a pre and

post test attitude scale. A program was devised for increasing the knowledge and awareness of adult students about urban concerns. The students were organized into two groups in which they attempted to research and make recommendations about improving the ways the nation's urban areas are developing, and about ways to enhance the urban process. Correspondence on these issues was conducted with urban politicians. Students, it was found, reached a more realistic understanding of urban problems than they had originally possessed. This program is cited as an example of the way urban problems may be corrected through education. (Author/GC)

**ED 155 268** UD 018 296

Beck, William W. Sobol, Marion Gross

**Perception Versus Reality in Educational Attitudes Toward School Desegregation.**

Pub Date 27 Jan 78

Note—23p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (First, Austin, Texas, January 27, 1978); Not available in hard copy due to author's restriction

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Blacks, Black Students, Educational Attitudes, Elementary Secondary Education, \*Parent Attitudes, \*Parents, Perception, Racial Attitudes, \*Racially Balanced Schools, \*School Attitudes, School Integration, \*School Segregation

Identifiers—\*Texas (Dallas)

After a Federal court ordered school desegregation in Dallas, Texas, a study was conducted to determine factors influencing black parents' attitudes toward their children's school. Parents who said their children were in racially mixed schools were shown to be far more satisfied than those who said their children were in all black schools. Broad criteria were employed to define a mixed school. When children's schools were identified, it was evident that many parents were mistaken about whether their children actually attended mixed schools. Black parents who perceived the school to be mixed were found to be more satisfied with almost all aspects of that school, whether that school was really mixed or was all black. Perception, rather than reality, was thus concluded to be the determinant of attitudes. (Author/GC)

**ED 155 269** UD 018 297

Huang, Joe, Ed. Wong, Sharon Quan, Ed.

**Chinese Americans: Realities and Myths Anthology. Secondary Curriculum Kit.**

Association of Chinese Teachers, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 77

Grant—OEG-9-76-00024

Note—99p.

Available from—Association of Chinese Teachers, 1 Waverly Place, San Francisco, California 94102 (\$3.95)

**Document Not Available from EDRS.**

Descriptors—Anthologies, \*Chinese Americans, Community Problems, \*Community Role, Curriculum, \*Ethnic Stereotypes, \*Historical Reviews, Immigrants, \*Instructional Materials, Racial Discrimination, \*Secondary Education, Sex Stereotypes

This resource anthology consists of reprinted articles and documents dealing with the Chinese American experience. It is intended for use in secondary school classrooms and is divided into three sections: history, community, and stereotypes. The history of the Chinese in the U.S. is detailed in works describing immigration policies and labor laws, in autobiographical accounts, and in articles on living conditions and social problems among Chinese Americans since the mid-1800's. In the section on community concerns, problems and issues facing the Chinese American community are addressed in articles published within the past decade. Among the issues discussed are Chinese ghetto communities, educational concerns such as bilingualism, and how racial discrimination against Chinese is related to discrimination against other groups. Finally, stereotypes historically and currently attributed to Chinese Americans are examined. These include stereotypes formed from political, racial and linguistic characteristics. Stereotypes of Asian women are also discussed. (GC)

**ED 155 270**

Mare, Robert D.

**Social Background and School Continuation Decisions. Discussion Papers No. 462.**

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Report No.—IRP-DP-462-77

Pub Date Nov 77

Note—63p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Academic Achievement, College Bound Students, Elementary Secondary Education, Family Income, Family Influence, \*Family Structure, Higher Education, \*Mathematical Models, Noncollege Preparatory Students, Parent Influence, Post Secondary Education, Secondary Education, \*Socioeconomic Background, \*Socioeconomic Status, \*Student Motivation

Identifiers—\*Logistic Response Models

In this paper, logistic response models of the effects of parental socioeconomic characteristics and family structure on the probability of making selected school transitions for white American males are estimated by maximum likelihood. Transition levels examined include: (1) completion of elementary school; (2) attendance at high school; (3) graduation from high school; (4) college attendance; (5) college graduation; and (6) graduate level education. It is shown that, as a consequence of the pattern of differential attrition, parental socioeconomic effects decline sharply from the earliest school transitions to the latest. Implications of differential socioeconomic background effects over schooling levels for understanding changes in level and distribution of schooling are discussed. (Author/GC)

**ED 155 271** UD 018 300

Berk, Richard A. And Others

**Statistical Data in School Court Cases: An Interchange. Reprint 258.**

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Pub Date 77

Note—29p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Comparative Analysis, \*Court Cases, Educational Finance, Educational Resources, Elementary Education, \*Elementary Schools, Equal Education, \*Equal Facilities, \*Evaluation Methods, School District Spending, Statistical Analysis, \*Statistical Data

Identifiers—\*Pennsylvania (Philadelphia)

This paper details a method for those interested in investigating the equity aspects of intradistrict distributions of educational inputs (financial resources). The method can be viewed as a procedure for post "Hobson v. Hansen" lawyers and for other constituents that departs from some of the speculative quality of the evidence in use. Using detailed individual school data in a systematic way allows the investigator to delineate which unequally distributed inputs positively contribute to stated equity objectives, which inputs are outside the school administration's control, and what the overall equity picture is, starting from the components. An analysis of data from elementary schools in the Philadelphia school district serves as an example of the application of the method. (Author/GC)

**ED 155 272** UD 018 302

Wellisch, Jean B. And Others

**An In-Depth Study of Emergency School Aid Act (ESAA) Schools: 1975-1976.**

System Development Corp., Santa Monica, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 77

Contract—OEC-0-73-0831; OEC-0-73-6336

Note—174p.; For related documents, see ED 117 229, ED 133 361-362, and UD 018 302 and 304-306

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—\*Academic Achievement, \*Compensatory Education Programs, \*Elementary Education, Mathematics, Organizational Climate, \*Program Evaluation, Reading, School Administration, \*Success Factors

Identifiers—\*Emergency School Aid Act

School programs and contextual characteristics that differentiate between successful and unsuccessful elementary schools funded under the Emergency School Aid Act (ESAA) are examined in this study. It was designed to build



upon some of the tentative findings of the 1974-1975 indepth study, in which a number of program and contextual components were found to be related to academic achievement in the ESAA schools. The research strategy of the 1975-76 study was hypothesis testing. The factors studied in this study include: (1) organizational climate of schools including administrative leadership in instruction, program coordination, and academic standards, (2) reading and mathematics instructional practices including structured teaching methods and the relationship between structured teaching, student task oriented behavior, and achievement gain, (3) resource use and resource costs including the level of resource use and the quality of resource use, and (4) equality of educational opportunity. Some of the findings from the 1974-75 study were confirmed, most notably, the finding concerning the importance of administrative leadership. However, not all of the 1974-75 findings were confirmed. (Author/AM)

ED 155 273 UD 018 304

Carriere, Ronald A. And Others  
Emergency School Aid Act (ESAA) Evaluation:  
Results of Supplemental Analyses Conducted in  
the Contract Extension Period.

System Development Corp., Santa Monica, Calif.  
Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Pub Date Mar 78

Contract—OEC-0-73-0831; OEC-0-73-6336

Note—248p.; For related documents, see ED 117  
229, ED 133 361-362, and UD 018 302 and  
304-306

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—\*Academic Achievement, Achieve-  
ment Tests, \*Compensatory Education Pro-  
grams, \*Data Analysis, Elementary Secondary  
Education, \*Program Evaluation,  
\*Standardized Tests

Identifiers—\*Emergency School Aid Act

This report focuses on a set of supplemental analyses that were performed on portions of the Emergency School Aid Act (ESAA) evaluation data. The goal of these analyses was to explore additional relationships in the data that might help to inform program policy, to confirm and/or further explicate some of the findings reported earlier, and to put some of the study results (particularly those concerned with student achievement) in a form that might be useful to individuals directly concerned with the operation or evaluation of educational intervention programs such as ESAA. Additional analyses of data from the overall ESAA evaluation concerned standardized achievement test data. These activities included some new analyses, but consisted primarily of efforts to reformat and document the test results in a manner that would make them more informative and useful to individuals operating or evaluating ESAA type programs. Efforts were also made to derive new data indices and composite variables from the existing data. Analyses of indepth study data were also made. These included: (1) relationships among resource use, program coordination, and school success, (2) development of causal models relating school and classroom factors to student achievement gains, and (3) effect on in depth study results of using different definitions of school success. (Author/AM)

ED 155 274 UD 018 305

MacQueen, Anne H. Coulson, John E.  
Emergency School Aid Act (ESAA) Evaluation:  
Overview of Findings from Supplemental  
Analyses.

System Development Corp., Santa Monica, Calif.  
Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Pub Date Mar 78

Contract—OEC-0-73-0831; OEC-0-73-6336

Note—38p.; For related documents, see ED 117  
229, ED 133 361-362, and UD 018 302 and  
304-306

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Academic Achievement, Achieve-  
ment Gains, Achievement Rating,  
\*Compensatory Education Programs, \*Data  
Analysis, Disadvantaged Youth, \*Mathematics,  
Program Effectiveness, \*Program Evaluation,  
\*Reading Achievement

Identifiers—\*Emergency School Aid Act

A major objective of this three year national  
Emergency School Aid Act (ESAA) study was to  
evaluate the impact of ESAA programs by com-  
paring schools that received ESAA funds with

those that did not. Student growth in reading and mathematics were compared. To identify what kinds of schools (what allocations of resources, and what types of instructional programs and practices) most increased students' achievement in reading and mathematics was a major objective of the evaluation. In addition, three supplemental tasks were performed as part of this evaluation. One of these was a restandardization of the California Achievement Tests to make the scores of low achieving students more interpretable. The second task was the development of percentile norms, using groups of ESAA students as the normative populations, to provide baseline data for assessing the performance of other disadvantaged groups. A third set of analyses arose from a more general concern with evaluating academic growth. Here growth estimates based on cross sectional data were compared with longitudinal estimates of academic growth. This paper presents the evaluation findings concerning the impact of ESAA including the relational analyses dealing with school success and the analyses of academic achievement of disadvantaged students. (Author/AM)

ED 155 275 UD 018 306

Cramer, Fred E.

The Distribution of Achievement Scores in a Dis-  
advantaged Population: Data from a National  
Sample of Students in Districts Receiving Em-  
ergency School Aid Act (ESAA) Funds.

System Development Corp., Santa Monica, Calif.  
Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Pub Date Mar 78

Contract—OEC-0-73-0831; OEC-0-73-6336

Note—86p.; For related documents, see ED 117  
229, ED 133 361-362, and UD 018 302 and  
304-306

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*Achievement Gains, Achievement  
Rating, Achievement Tests, \*Compensatory  
Education Programs, Disadvantaged Youth,  
Elementary Secondary Education, Grade 3,  
Grade 4, Grade 5, Grade 10, Grade 11, Grade  
12, \*Mathematics, Minority Group Children,  
\*Program Evaluation, \*Reading, \*Tables  
(Data)

Identifiers—\*Emergency School Aid Act

This report documents, in detail, student achievement in Emergency School Aid Act (ESAA) programs. Its purpose is to provide reference or baseline data for ESAA and other compensatory program administrators and researchers working with disadvantaged students. The data tables and figures can be used to answer the following types of questions: (1) How does the achievement score distribution of students in some programs of interest compare with the achievement level of disadvantaged students in a reference sample (ESAA sample)? (2) Have the within-year achievement gains of a given set of students met the gain expectation derived from ESAA students of similar initial ability? and (3) Over a two or three year time span, have the students made gains meeting the expectation provided by a reference sample of ESAA students. The ESAA evaluation was conducted on a sample of schools receiving ESAA funds. For each ESAA school, a control school from the same district which received no ESAA funds but was otherwise comparable to the ESAA funded school was also selected. Within each school, three grades were selected to be analyzed. These were the 3rd, 4th, and 5th, grades at the elementary level, and the 10th, 11th, and 12th grades at the secondary level. The schools from which the students were sampled had a large percentage of disadvantaged students, a large percentage of minority enrollment, and low reading and mathematics achievement test scores. (Author/AM)

ED 155 276 UD 018 308

Dougherty, Molly C.

Becoming a Woman in Rural Black Culture.

Pub Date 78

Note—120p.

Available from—Holt, Rinehart and Winston, 383  
Madison Avenue, New York, New York 10017  
(\$4.95)

Document Not Available from EDRS.

Descriptors—Adult Development, \*Blacks,  
Developmental Stages, Family Characteristics,  
Family Environment, Family Structure,  
\*Females, \*Maturation, \*Rural Areas, Rural  
Environment, Rural Family, Rural Youth, Sex  
Role, \*Socialization  
Identifiers—\*Florida

The way in which girls develop into women in a rural black community in north central Florida, Edge Crossing, is described. This community is analyzed in terms of how different spaces are used, the rhythm of social activities as ordered by time and space, the separation of sex roles, the rites of intensification (such as ball games and religious services), and encounters with economic and educational systems external to the core of community meaning and resource allocation. Kinship and family organizations over time are also discussed. The flexibility of the social system in this community, the sharing of maternal roles and child care among related women, and interpersonal relationships of children with one another and with adults is described. A detailed analysis of female adolescent maturation is provided focusing upon rites of passage, courtship, and childbirth. Adolescence in Edge Crossing is viewed as a rite of passage in which girls are separated from childhood attachments. Motherhood ties girls back into the social structure giving them an elevated status. (Author/AM)

ED 155 277 UD 018 310

Rosenman, Martin F.

Close Man-Woman Relationships and the Educa-  
tional Process.

Pub Date [77]

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Black Students, College Students,  
\*Females, \*Group Relations, Higher Educa-  
tion, \*Interpersonal Relationship, \*Males,  
Questionnaires, \*Student Attitudes, \*Student  
Opinion

Identifiers—\*Georgia (Atlanta)

The research reported in this paper explored student attitudes about how the educational process could help improve man-woman relationships. A questionnaire was administered to 40 female and 73 male black students enrolled in psychology courses at Morehouse College. In addition, 100 black students in the Atlanta University Center also answered the question: "What can be taught or done in high school or college to improve man-woman relationships?" Students recommended classes on man-woman relationships, on interpersonal communication, on human sexuality, and on self understanding. They favored more opportunities for discussing these topics at both the high school and college levels, and suggested more extracurricular activities to bring both sexes together. (Author/AM)

ED 155 278 UD 018 311

Berry, Ray

Integration Update.

Riverside Unified School District, Calif.

Pub Date Apr 78

Note—15p.; For a related document, see ED 150  
209

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Academic Achievement, Integra-  
tion Effects, \*Integration Plans, \*Program  
Planning, \*School Integration, \*Success Fac-  
tors, \*Trend Analysis, Voluntary Integration  
Identifiers—\*California (Riverside)

In this updated report on the Riverside Unified School District, the district continues with its integration efforts including major program development. Over the three years of integration, performance of all children from the three major race groups has improved. In the primary grades, there has been a general trend toward higher reading achievement. A need for establishing close home ties at early ages, plus a recognition of the necessity for strong language development programs has led to a new kindergarten effort. The district continues to conduct boundary analysis with an emphasis upon balancing ethnic enrollment among the schools. One of the key reasons suggested for the success of the Riverside effort is that voluntary local initiatives rather than a court order led to the original decision to integrate the schools. (Author/AM)

ED 155 279 UD 018 312

Spencer, Kenneth I. Featherman, David L.

Achievement Ambitions. Discussion Papers 449.

Wisconsin Univ., Madison. Inst. for Research on  
Poverty.

Spons Agency—Employment and Training Ad-  
ministration (DOL), Washington, D.C.; Na-  
tional Science Foundation, Washington, D.C.  
Report No.—IRP-DP-449-77

Pub Date 77

Grant—DL-91-55-76-45; NSF-31604; NSF-44336

Note—105p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**  
**Descriptors—**\*Academic Achievement, \*Achievement, \*Achievement Rating, Family Influence, \*Literature Reviews, Measurement Goals, Measurement Instruments, \*Measurement Techniques, Role Theory, School Role, Sex Role, \*Social Factors  
**Identifiers—**\*Ambition

This review of the literature on achievement ambitions summarizes the more important developments in this area for the last 10 years. Sociology and psychology literature are included. Among the topics discussed are the following: (1) ambition and achievement in the context of role theory, (2) measurement of achievement ambitions, (3) acquisition and development of ambition, (4) sex roles and ambition, and (5) socioeconomic and related consequences of ambition. The conclusions of the paper indicate that: (1) there are few if any conventions by which ambition is assessed, (2) the social psychological sources of differential ambition are at best suggested by an unsystematic empirical literature, and (3) in tightly controlled experimental situations, success and failure at competitive tasks influence levels of ambition and are consequences of it. However, in the natural world, the successes and failures of persons are more likely to result from events in their life cycles such as marriages, divorces, etc. than from their differential ambition to achieve in these competitive settings. (Author/AM)

**ED 155 280** **UD 018 317**

**Irwin, Paul M.**  
**An Analysis of "Compensatory Education Services."**

Library of Congress, Washington, D.C. Congressional Research Service.

Pub Date 1 Feb 78

Note—28p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**\*Compensatory Education Programs, Elementary Secondary Education, \*Federal Programs, \*Program Content, \*Program Descriptions, Pupil Personnel Services, \*School Services

**Identifiers—**\*Elementary Secondary Education Act Title I

This analysis of a report on compensatory education prepared by the National Institute of Education (NIE) reviews special compensatory education services for participating students. The report reviewed describes student selection procedures, recipients of compensatory services, and types of services provided by compensatory education programs. The discussion includes both Title I programs and similar programs operated by 16 states. The findings are based on a survey of 100 school districts, on followup studies of auxiliary services in 18 of these districts, and on a comparison of regular instruction and compensatory projects in 12 special demonstration school districts. The NIE discussion regarding Title I is limited to the services purchased through basic grants to school districts. (Author/AM)

**ED 155 281** **UD 018 318**

**Irwin, Paul M.**  
**An Analysis of "Title I Funds Allocation: The Current Formula."**

Library of Congress, Washington, D.C. Congressional Research Service.

Pub Date 26 Jan 78

Note—36p.; For related documents, see UD 018 317-319

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**\*Compensatory Education Programs, \*Federal Programs, \*Resource Allocations, \*School Funds

**Identifiers—**\*Elementary Secondary Education Act Title I

This review and analysis of a report by the National Institute of Education on compensatory education addresses the question of allocation of funds under Title I of the Elementary and Secondary Education Act. It describes the Title I formula and its effectiveness in allocating federal education funds, and analyzes some alternatives to the current formula. The discussion is limited to basic grants to school districts and does not include Title I funding for state agency programs, state administration, Puerto Rican schools, Bureau of Indian Affairs, and outlying territories, or Part B special incentive grants. Allocation formulas for state compensatory education programs are also excluded from this discussion. The report shows that federal financial assistance has been

allocated on the basis of the number of children from low income families, and to that extent, the ESEA Title I allocation process is operating properly. The findings are based on data from the census of the population, on Title I program data, and on various surveys of school districts. (Author/AM)

**ED 155 282** **UD 018 319**

**Irwin, Paul M.**  
**An Analysis of "Using Achievement Test Scores to Allocate Title I Funds."**

Library of Congress, Washington, D.C. Congressional Research Service.

Pub Date 17 Feb 78

Note—37p.; For related documents, see UD 018 317-318

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**\*Achievement Tests, \*Change Strategies, \*Compensatory Education Programs, Elementary Secondary Education, \*Federal Programs, \*Resource Allocations, \*Scores

**Identifiers—**\*Elementary Secondary Education Act Title I

This paper is a review and analysis of a report on compensatory education which was prepared by the National Institute of Education (NIE). The report focused on the problem of the allocation of funds on the basis of achievement test scores rather than on the poverty criteria. It discussed issues regarding the allocation of Elementary Secondary Education Act Title I funds by test scores, the procedures and estimated costs of developing and implementing a system to obtain test scores, and the possible changes in the distribution of funds that might result from a shift in the basis for Title I allocations from poverty data to achievement scores. This analysis indicates that currently available data do not provide the information required to distribute Title I funds on the basis of achievement test scores either to school districts or to states. However, test data for this purpose could be produced within a three year period. (Author/AM)

**ED 155 283** **UD 018 323**

**Thomas, Charles B.**  
**Community Leadership During School Desegregation Controversies: The Role of the Clergy in Boston.**

Pub Date 30 Mar 78

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 30, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Catholics, \*Church Role, Citizen Participation, \*Clergymen, Interviews, \*Leadership Responsibility, Priests, Protestants, \*Reactive Behavior, \*Role Theory, \*School Integration

**Identifiers—**\*Massachusetts (Boston)

A study was conducted of clergy involvement in the Boston school desegregation controversy of the mid-1970's. Data were collected from interviews with a random sample of 75 black and white Protestant and Catholic ministers in Metropolitan Boston. The research, as described in this paper, tests and lends support to the validity of a role reference system model for predicting patterns of clergy participation in desegregation controversies and other community issues. The model posits that if the self reference system conflicts with the membership reference system, then the nature of the professional reference system can be of critical significance as a determinant of what the minister decides to do. The study extends the body of research on the prophetic role of religion and provides another demonstration of the importance of reference groups in influencing behavior. The findings support the notion that the nature of the professional reference system can determine whether a minister acts to support school desegregation during community controversy. This paper also contains suggestions for increasing clergy participation in community issues and a discussion of reference group theory, role theory, and a proposed link between them. (Author/AM)

**ED 155 284** **UD 018 324**

**State Policies and Federal Guidelines for Education of the Disadvantaged (Selected Summary). Elementary and Secondary Education Act, Title I.**

New York State Education Dept., Albany.

Pub Date 78

Note—42p.; Not available in hard copy due to reproduction quality of the original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Administrative Policy, \*Compensatory Education Programs, Educational Policy, Elementary Secondary Education, Federal Programs, \*Federal Regulation, Guidelines, Program Coordination, \*Program Development, \*Program Planning, \*State Standards

**Identifiers—**\*Elementary Secondary Education Act Title I, \*New York

This handbook contains information on the planning, development and implementation of Title I programs in New York State. In an overview of general State education department policy, guidelines on program priorities, application procedures, kindergarten and prekindergarten programs, programs for educationally disadvantaged handicapped pupils, administrative and indirect costs, supportive services, and joint program planning of ESEA Title I and pupils with special educational needs are outlined. Also presented are selected Federal regulations from the "Federal Register" and pertinent notes on the regulations. Additional regulations and special instructions are explained. (Author/AM)

**ED 155 285** **UD 018 327**

**Molnar, Alex**  
**Teachers, Curriculum and the Community.**

Pub Date Nov 76

Note—16p.; Paper prepared for the Conference on Urban Education (Milwaukee, Wisconsin, November 22-24, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Capitalism, Cultural Factors, \*Curriculum, Curriculum Development, Educational Change, \*School Role, \*Social Change, \*Social Class, Social Factors, \*Social Structure, Social Values, \*Teacher Role

In this essay teachers, school curriculum and their relationship to the society they serve and the community in which they function are discussed. Since educational institutions serve a regulatory function, what goes on in schools mirrors the interests of the status quo in the society. Therefore the question facing educators and community people is not whether schools should reflect the society but rather: (1) What are the interests that educational institutions reflect? (2) What are the manifestations of that reflection? and (3) Can the society and its educational institutions transform themselves? American society is organized to represent the interests of a capitalistic ruling class and schools serve the interests of the ruling class. The manner in which they have accomplished this purpose has changed as the demands of ruling class interests have altered. Teachers and schools can play a progressive role in transforming the society. The first task of the school as part of a community is to begin to make cultural criticism the basis of its curriculum and its instructional program. An examination of school policies and practices is filled with possibilities for curriculum development if teachers learn to use them. (Author/AM)

**ED 155 286** **UD 018 329**

**Cunning, Virginia K.**  
**Ethnicity in the Greek Community of Des Moines, Iowa.**

Pub Date 76

Note—12p.; Paper presented at the Annual Meeting of the Central States Anthropological Society (36th, St. Louis, Missouri, March 17-21, 1976); Not available in hard copy due to marginal legibility of the original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Adjustment (to Environment), \*Church Role, \*Community Characteristics, Employment, \*Ethnic Groups, \*Ethnicity, Ethnic Status, Greek, Immigrants, Intergroup Relations, \*Language Role, Social Life

**Identifiers—**\*Greek Americans, \*Iowa (Des Moines)

This paper examines the role and variability of Greek ethnicity in Des Moines, Iowa, with special reference to the 230 persons who form the core group of the local Greek community. Operating tangentially to this core group network is another series of networks which operate intermittently to include new members of the community. Despite their low community profile, Des Moines' Greeks think of themselves as Greeks or Greek Americans, distinct from the larger community. Lacking distinctive neighborhoods, the Greeks maintain boundaries that are described as

polyadic networks. These relationships are often connected through the influence of the Greek Orthodox Church. The community is divided into 2 factions, drawn along the lines of employment and recentness of immigration. The latter expresses itself in the distinction between "Greeks" and "Greek Americans." Unemployment seems to be nonexistent among males in the Des Moines community, with roughly 60% of them employed in some type of food service. A smaller proportion of Greek women work outside the home, in a variety of occupations. (Author/AM)

**ED 155 287** UD 018 331

Padilla, Maria Recardo

**Leader Guide: A Bilingual Guide for New Leaders (Spanish and English).**

Girl Scouts of the U.S.A., New York, N.Y.

Pub Date 77

Note—81p; Not available in hard copy due to reproduction quality of the original document; For a related document, see UD 018 332

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Girls Clubs, \*Leaders Guides, \*Orientation Materials, \*Program Content, \*Program Guides, \*Resource Materials, Spanish

Identifiers—\*Girl Scouts

This guide is designed to provide new Girl Scout troop leaders with basic information about scouting and about their responsibilities as leaders. Developed by the Girl Scouts Migrant Communities Project, the guide is written in Spanish and English, with every heading, caption, and discussion presented in both languages. Among the topics covered are: (1) the program; (2) the leader; (3) planning; (4) meetings; (5) decisions; (6) hunting ideas; (7) skills; and (8) badges. A glossary of terms and a list of references are also included. (GC)

**ED 155 288** UD 018 332

**Actividades: A Bilingual Activity Book for New Leaders (Spanish and English).**

Girl Scouts of the U.S.A., New York, N.Y.

Pub Date 77

Note—82p; Not available in hard copy due to reproduction quality of the original document; For a related document, see UD 018 331

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Art Activities, Cultural Awareness, English, Environment, \*Girls Clubs, Group Activities, Health Activities, \*Leaders Guides, \*Learning Activities, \*Migrant Youth, Orientation Materials, \*Resource Materials, \*Spanish Speaking

Identifiers—\*Girl Scouts

Produced by the Girl Scouts Migrant Communities Project in San Antonio, Texas, this activity guide is intended as an introductory resource to the Girl Scout program. The activities in the guide were designed with the migrant Girl Scout in mind, but they may appeal to the interests and needs of all girls. The activities developed can be performed with little expense to the participants. They can also be undertaken in a variety of settings (urban neighborhoods as well as migrant camps). Activities are described in various areas. These include: (1) physical and emotional health; (2) cultural awareness and pride; (3) dealing with the real world, in terms of career, home and community; (4) involvement in the arts; and (5) the natural environment. (GC)

**ED 155 289** UD 018 334

Tauber, Karl E. Wilson, Franklin D.

**The Demographic Impact of School Desegregation Policy. Discussion Papers No. 478.**

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Office of the Assistant Secretary for Planning and Evaluation (DHEW), Washington, D.C.

Report No.—IRP-DP-478-78

Pub Date Jan 78

Contract—100-76-0196

Note—39p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*City Demography, City Problems, Elementary Secondary Education, \*Enrollment Trends, \*Integration Effects, Metropolitan Areas, Public Schools, \*Research Problems, \*School Integration, Social Science Research, Statistical Data, \*Urban to Suburban Migration

Identifiers—\*White Flight

The inconsistency in research investigations of the process of white flight is especially evident when social scientists become actors in the legal drama surrounding the desegregation of public schools. Social science "experts" for the contending litigants often present contradictory evidence. The resultant ambiguity allows judges and administrators to dismiss the utility of social science and rely on their own intuition of the social process. It is suggested that many of the empirical ambiguities concerning the causes and magnitude of white flight stem from the narrow policy focus of most recent research. By failing to place the process of white flight in a general theory of urban demographic change, researchers become susceptible to conclusions that encourage a simplistic misidentification of a complex set of behaviors. Extensive reliance on aggregate measures of net change has increased the likelihood of misidentification. The advantages and shortcomings of several methods that permit a richer analysis of trends and determinants of deviations from trends are illustrated by utilizing longitudinal and cross sectional data from American cities. A policy research agenda is suggested, in the hope that a broader perspective will be adopted in future studies of the redistribution of metropolitan population, especially with regard to the role played by desegregation actions. (Author/GC)

**ED 155 290** UD 018 335

Olneck, Michael R. Wolfe, Barbara L.

**Intelligence and Family Size: Another Look.**

Discussion Papers No. 467-77.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Report No.—IRP-DP-467-77

Pub Date 77

Note—26p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Birth Rate, Educational Background, \*Family Characteristics, \*Family Structure, Income, \*Intelligence, \*Intelligence Factors, Intelligence Tests, Marriage, \*Siblings, Statistical Analysis

Identifiers—\*Family Size

Periodically, fears are voiced that the intelligence level of the United States population is falling. Historically, this fear has been linked to the belief that fertility is inversely related to intelligence. Evidence for that belief is sparse and may be an artifact of the failure of researchers to consider completed families. An inverse correlation between measures of intelligence and number of children in young samples may simply reflect differentials in timing and spacing of births, and not in ultimate family size. Drawing on data from only ever-married and relatively older men in the NBER-Thorndike and Kalamazoo Brothers samples, the authors of this paper find no inverse relationship between test scores and number of children. Since ever-marrieds are expected to show the greatest negative relationship, these results are all the more telling. (Author/GC)

**ED 155 291** UD 018 348

Moyer, David H.

**The Development and Implementation of a Model Rehabilitative Program Compatible With the Educational and Psychological Needs of Children Who Display Adaptive Adolescent Behavior Patterns in the Urban Middle School.**

Pub Date 1 Aug 77

Note—301p; Pages 60-61, 66-90, 108-113, copy-righted material, have been deleted; Not available in hard copy due to the print quality of the original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Academic Achievement, \*Anti Social Behavior, \*Behavior Change, Community Services, Delinquent Behavior, Drug Abuse, Educational Alternatives, Junior High Schools, \*Middle Schools, Minority Groups, Models, Psychological Needs, Records (Forms), \*Rehabilitation Programs, Skill Development, Statistical Data, Student Motivation, Truancy, \*Urban Schools

Identifiers—\*Delaware (Wilmington)

The development and implementation of a model rehabilitative program is described in this dissertation. The conceptual model was developed to identify and characterize behavior patterns which interfere with learning in urban junior high schools. The six major behavior categories addressed include: dependent behavior,

truancy, aggressive behavior, delinquent behavior, unstable behavior, and drug related behavior. The rehabilitative program was implemented by the staff of the Bayard Middle School in Wilmington, Delaware, during the 1976-77 school year. The Adaptive Behavior Scale, a self appraisal inventory, and a criterion test of basic skills were used to determine the effects of the program upon participants in each category. A detailed evaluation of program results, including statistical data on the program's effects upon serious incidents, student suspension rate, court referrals, student arrests, and vandalism, is presented. Samples of record keeping forms are also provided. (Author/GC)

**ED 155 292** UD 018 349

Lerman, Alan Cortez, Edmund

**Discovering and Meeting the Needs of Hispanic Hearing Impaired Children.**

New York State Education Dept., Albany. Bureau for Physically Handicapped Children.

Pub Date [78]

Note—116p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Academic Achievement, Affective Behavior, \*Bilingual Students, Cultural Background, \*Deaf Children, \*Deaf Education, Deaf Research, \*Educational Needs, Elementary Education, Family Background, Family Influence, Language Proficiency, Multiple Regression Analysis, \*Performance Factors, Remedial Programs, Socioeconomic Status, \*Spanish Americans, Surveys

Identifiers—\*New York (New York)

During the 1976-77 school year members of the Cooperative Research Endeavors in Education for the Deaf (CREED VII) project conducted a survey and analysis of the situation of Hispanic hearing impaired children in New York City. The demographic profile of this population, home background and language environment, the school environment, cultural factors and factors related to individual children's deafness were examined. In addition, an effort was made to determine the general characteristics of the population, in terms of language and affective functioning in school, and to understand the factors in the Hispanic child's background that affect his functioning in school. Available literature on Hispanic and other non white deaf children is briefly reviewed, and the model design, study sample, and methodology used are described in this document. The most relevant variables in the Hispanic deaf child's functioning were found to be the presence of the natural father in the home and the traditional upbringing of the parents. Project activities for the 1977-78 school year are outlined as they relate to the conclusions of the study. Survey instruments and data tables of multiple regression analyses of variables are appended to the document. (Author/GC)

**ED 155 293** UD 018 350

Wilson, Stephen

**An Introduction to the Reform Strategy Which Stresses the Development of Urban School Capacities for Problem Solving.**

Center for New Schools, Inc., Chicago, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.

Pub Date Mar 78

Contract—400-75-0018

Note—17p; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March, 1978)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Change Strategies, Diffusion, Educational Improvement, \*Educational Innovation, Elementary Secondary Education, \*Organizational Change, Organizational Theories, \*Problem Solving, School Community Relationship, \*School Improvement, \*Urban Schools

Identifiers—\*Documentation and Technical Assistance Project

An urban school reform strategy which stresses the development of local capacities for problem solving is described in this paper. The context which gave rise to this conceptualization of reform is analyzed and some difficulties with the conceptualization are discussed. Difficulties include ambiguities about the boundaries of "local," unclear definitions of what would constitute the "capacity" of schools and communities, and the dangers of theoretical concentration only on organizational psychology's approach to



problem solving. The analysis is based on the study of nine locally initiated projects which were selected by the National Institute of Education as examples of this approach to reform. Aspects of school settings found to be relevant to educational improvement are discussed. These aspects include features of the school's connection to its political and cultural environment; teaching as a craft/occupation; and the school as an organization. (Author/GC)

**ED 155 294** **UD 018 351**

Metz, Mary Haywood

**Teachers' Adjustments to Students' Behavior: Some Implications for the Process of Desegregation.**

Pub Date 31 Mar 78

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978); Best copy available

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Ability Grouping, Black Students, Case Studies (Education), Caucasian Students, Discriminatory Attitudes (Social), Homogeneous Grouping, \*Integration Effects, Junior High Schools, School Integration, \*Student Behavior, Student Characteristics, \*Student Teacher Relationship, Teacher Attitudes, \*Teacher Behavior, Teaching Styles

In an ethnographic study of three recently desegregated junior high schools, the pressures placed upon teachers by students in different academic tracks were analyzed. Students in each track were grouped homogeneously in terms of race, social class and academic performance. The methodology of this study consisted of utilizing students' responses to interview questions along with classroom observations. Though teachers' beliefs about educational goals and the proper character of the student teacher relationship varied significantly in these schools, there was as much variation in the behavior of the same teacher with different tracks as in the behavior of ideologically opposed teachers with the same track. Further, where desegregation was recent, teachers' ideologies showed significant effects from the behavior and expectations of the socially homogeneous student bodies in the schools where they had taught before desegregation. A conclusion of this study is that when desegregation brings sudden and significant changes in not only the racial but also the social and academic attributes of students, the adjustments required of the faculty in both educational theory and daily practice are an important factor in the social changes which will occur in the school. (Author/GC)

**ED 155 295** **UD 018 352**

DeVault, Marjorie L.

**Analyses of Compensatory Education Time Allocation Data from District Survey I of the Compensatory Education Study.**

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 12 May 77

Grant—NIE-G-77-0004

Note—56p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Academic Achievement, Comparative Statistics, \*Compensatory Education, Elementary Education, \*Elementary School Students, Grade 1, Grade 3, \*Mathematics Instruction, \*Reading Instruction, \*Tables (Data), \*Time Factors (Learning)

Identifiers—\*Instructional Time

This document consists of data tables showing the amount of compensatory instruction received by pupils in first and third grade classes. The instruction offered included reading and/or mathematics as well as other academic subjects. Instruction received is differentiated by subject area and by location (inside or outside the classroom) within each of 8 program types. The tables presented are of two kinds, the first showing amount of instruction per compensatory education pupil, and the second showing percentage of total instructional time devoted to various subject area and location combinations. An introductory explanation to the tables is provided. Major findings concerning differences in patterns of program offerings, amounts of instruction received and "pullout" instruction time between the first and third grades are discussed briefly. (GC)

**ED 155 296** **UD 018 355**

Crawford, Michael H.

**Environmental Influences on Learning Behavior in an Urban Afro-American Community. Final Report.**

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date 15 Nov 74

Grant—OEG-0-72-1383

Note—100p.; Page 8 may not reproduce due to marginal legibility in the original document

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Blacks, Children, Disadvantaged Youth, \*Environmental Influences, Ghettos, \*Growth Patterns, Human Body, \*Infants, \*Intelligence, Nature Nurture Controversy, \*Nutrition, Psychological Tests, Statistical Data

Identifiers—Kansas (Kansas City)

In this study an effort was made to determine the effects upon learning of subclinical degrees of nutritional stress in an urban black ghetto. The study population index and control groups were selected from healthy babies born between 1964 and 1966 in Kansas City, Kansas. In the first part of the study, newborn anthropometric measurements and growth patterns of the two groups were compared to determine whether differences in body measurements were related to differential performance on psychological tests of mental development. In the possibly malnourished index group of children, current head circumference was found to be positively associated with performance on these tests. No such relationship was found for the control group, nor were statistically significant associations between any other anthropometric measures and psychological test performance identified. In the second part of the study, each child was considered in the context of his/her home environment. An attempt was made to identify factors associated with the child's assignment to the index or control group at birth, and with the child's nutritional environment and growth since birth. At the aggregate level of this sample, nutrition and growth were shown to be related. Differences in child growth were found to be associated with a number of environmental factors. Additional results of the study are presented in statistical form and are discussed in detail. (Author/GC)

**ED 155 297** **UD 018 356**

**Proceedings of the First National Sickle Cell Educational Symposium (May 1976, St. Louis, Missouri).**

Public Health Service (DHEW), Arlington, Va.

Report No.—DHEW-NIH-78-1084

Pub Date 78

Note—183p.

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—\*Blacks, \*Conference Reports, Genetics, \*Health Education, \*Medical Case Histories, Medical Research, Medical Treatment, Social Services, \*Special Health Problems

Identifiers—\*Sickle Cell Anemia

This conference was organized around presentations about the cases of an adult and a pediatric sickle cell anemia patient. Following the presentations of the patients' case histories, and clinical and laboratory findings, the cases were discussed by specialists from various areas of expertise. Among the perspectives offered were those of internal medicine, hematology, ophthalmology, endocrinology, genetics, pediatrics, cardiology, nursing and social work. A series of symposia were conducted on the topics of clinical management, genetic counseling, educational techniques and current research relating to sickle cell disease. Also addressed were the need for and approach to parent education; some educational techniques; international perspectives on sickle cell disease; and the importance of education and sickle cell services as a part of comprehensive health. In addition to the full texts of the conference discussions and presentations, a list of participants is included in this report. (Author/GC)

**ED 155 298** **UD 018 357**

**The Youth-Community Coordination Project. Final Report.**

American Public Welfare Association, Washington, D.C.

Spons Agency—National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.

Pub Date May 78

Grant—77-Df-99-0036

Note—115p.; For related documents, see ED 131 159 and ED 139 862; Tables I-X will not reproduce well due to reproduction quality of the original document

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Community Service Programs, \*Delinquency Prevention, Demonstration Projects, Family Life, \*Interagency Cooperation, Juvenile Courts, \*Needs Assessment, Reports, \*Research Projects, Youth Employment, \*Youth Programs

Identifiers—Colorado, Georgia (Savannah), Rhode Island (Providence), South Carolina (Charleston), Washington (Tacoma)

In this project conducted from November 1974 until April 1978, each of 5 site communities was assisted in the development of a coordinated planning process which emphasized prevention of juvenile delinquency, interagency cooperation, and identification of needs and problems based on research data. Throughout its operation, the project stressed the need to initiate programs that were philosophically consistent with the National Strategy for Delinquency Prevention and Youth Development. Among the project's goals was the establishment of a data base which supported planning activities. In addition, a Model Youth Service System was developed by project personnel and implemented in the demonstration sites by the community coordinators. Key elements of the system were planning groups and sanctioning groups which established and accomplished specific objectives in the areas of family life, juvenile justice, recreation, education and youth employment. This report provides a historical perspective on the project as well as a description of national staff and coordinator activities throughout the project's operation. (Author/GC)

**ED 155 299** **UD 018 358**

**Survey of Basic Skills Programs for Adolescents in Seven States.**

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.

Spons Agency—Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Report No.—EPRC-4537-31

Pub Date Jul 77

Contract—300-76-0025

Note—228p.

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**

Descriptors—\*Basic Skills, \*Compensatory Education Programs, Educationally Disadvantaged, Educational Methods, Inservice Teacher Education, \*Program Design, Project Training Methods, \*Remedial Reading Programs, \*Secondary Education, State Federal Aid, \*State Surveys, Statistical Data

Identifiers—Arizona, California, \*Elementary Secondary Education Act Title I, Michigan, Missouri, Nebraska, South Carolina, Vermont

Despite the demonstrated need for better basic skills among adolescents and growing public concern over the condition of urban junior high schools, only a small proportion of ESEA Title I money is used to help students beyond the sixth grade. This study was designed to determine what Federal, State and local resources are being used to assist educationally disadvantaged older students and how programs for these students are different from programs designed primarily for the elementary grades. Seven states were selected for the study: Arizona, California, Michigan, Missouri, Nebraska, South Carolina, and Vermont. Findings from each state are discussed. It was found that despite substantial obstacles, most secondary schools and their faculties recognize the need for compensatory education for adolescents and are willing to provide such help when strong leadership is available. The complexity of Title I projects for older students is discussed. Five common project designs for the secondary grades are described. Processes for selection and training of staff members are also reviewed. Although a number of problems (such as testing, and program overlap and conflict) with Title I programs for older students are identified, the conclusions drawn about the future of these programs are optimistic. Appended to this document are tables on Title I participation by grade level, a discussion of the study methodology and of the concept of basic skills in reading, and different States' requirements for professional reading personnel. A list of references is also included. (Author/GC)

ED 155 300 UD 018 376

Breglio, Vincent J. And Others

Students' Economic and Educational Status and Selection for Compensatory Education. Technical Report No. 2 from the Study of the Sustaining Effects of Compensatory Education on Basic Skills.

System Development Corp., Santa Monica, Calif.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Jan 78

Contract—300-75-0332

Note—173p.; For related documents, see ED 146 182-183

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—\*Academic Achievement, \*Basic Skills, \*Compensatory Education Programs, Economic Disadvantage, Economic Factors, Economic Status, \*Educational Needs, Elementary Education, Low Achievement Factors, Socioeconomic Background, \*Socioeconomic Status, Statistical Data, \*Student Participation, Surveys

Identifiers—\*Elementary Secondary Education Act Title I, Selection Criteria

A "Participation Study," designed to determine the relationships among economic status, educational need and instructional services received, is described in this report. Based on data collected from 15,000 randomly selected elementary school students from across the country, compensatory education selection rates are presented for students from different economic backgrounds with different achievement levels. Projections are made for the nation's estimated 20 million public school students in grades 1 through 6 in terms of the number counted using current Title I allocation criteria, the number of low achievers, and the number selected for compensatory education. Relationships among the variables used to make the above projections are also investigated. (Author/GC)

ED 155 301 UD 018 400

Student Integration: The Teacher's Role, a Report.

Institute for Teacher Leadership, Fullerton, Calif.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Desegregation Studies Div.

Report No—ITL-Pub-77-1

Pub Date 77

Note—29p.; Pages 18-21 may be marginally legible due to print quality of original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Resources, \*Conference Reports, Elementary Secondary Education, \*Leadership Responsibility, Public Schools, \*School Integration, \*Staff Improvement, \*Staff Role, Teacher Attitudes, Teacher Integration, \*Teacher Role

Identifiers—\*California (Los Angeles)

In December, 1977, a conference was held to bring an awareness of various problems in school desegregation to teacher, community and school district leaders in the Los Angeles area. At the conference, a business community network formed and implemented by the Council for Peace and Equality was described. School integration in Pasadena, San Bernardino and San Diego was discussed by teachers from those districts. Based upon the teachers' experiences and other analyses, issues and resource needs that should be addressed for successful desegregation in Los Angeles were outlined. Proposed staff development activities, designed to foster staff acceptance of and positive attitudes toward school integration, were described. In addition to an account of the conference proceedings, this report includes a list of conference participants and the roster of speakers from a previous related conference. (GC)

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The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

**Descriptor** — Perception

**Title** — Iconic signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

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**Institution** ——— **Sacramento State College, Calif.**  
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## Clearinghouse Number/ED Number Cross-Reference Index

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CG—Counseling and Personnel Services  
CS—Reading and Communication Skills  
EA—Educational Management  
EC—Handicapped and Gifted Children  
FL—Languages and Linguistics  
HE—Higher Education  
IR—Information Resources  
JC—Junior Colleges

PS—Early Childhood Education  
RC—Rural Education and Small Schools  
SE—Science, Mathematics, and  
Environmental Education  
SO—Social Studies/Social Science Education  
SP—Teacher Education  
TM—Tests, Measurement, and Evaluation  
UD—Urban Education

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		HE010088	ED154757	JC780248	ED154853
		HE010089	ED154758	JC780251	ED154854
		HE010090	ED154759	JC780259	ED154855
		HE010091	ED154760	JC780262	ED154856
		HE010092	ED154761	JC780263	ED154857
		HE010097	ED154762	JC780264	ED154858
		HE010098	ED154763	JC780265	ED154859
		HE010099	ED154764	JC780266	ED154860
		HE010101	ED154765	JC780267	ED154861

JC780269	ED154862	RC010509	ED154958	SE024337	ED155055
JC780270	ED154863	RC010523	ED154959	SE024339	ED155056
JC780271	ED154864	RC010525	ED154960	SE024341	ED155057
JC780272	ED154865	RC010526	ED154961	SE024344	ED155058
JC780273	ED154866	RC010527	ED154962	SE024351	ED155059
JC780275	ED154867	RC010528	ED154963	SE024355	ED155060
JC780276	ED154868	RC010529	ED154964	SE024356	ED155061
JC780278	ED154869	RC010530	ED154965	SE024357	ED155062
JC780279	ED154870	RC010531	ED154966	SE024364	ED155063
JC780281	ED154871	RC010532	ED154967//	SE024367	ED155064
JC780282	ED154872	RC010539	ED154968	SE024387	ED155065
JC780283	ED154873	RC010540	ED154969	SE024388	ED155066
JC780284	ED154874	RC010541	ED154970	SE024389	ED155067
JC780285	ED154875	RC010542	ED154971	SE024410	ED155068
JC780286	ED154876	RC010543	ED154972		
JC780289	ED154877	RC010544	ED154973	SO010422	ED155069
JC780290	ED154878	RC010545	ED154974	SO010622	ED155070
JC780291	ED154879	RC010546	ED154975	SO010659	ED155071
JC780293	ED154880	RC010547	ED154976	SO010797	ED155072
JC780294	ED154881	RC010548	ED154977	SO010834	ED155073
JC780296	ED154882	RC010550	ED154978	SO010835	ED155074
JC780298	ED154883	RC010560	ED154979	SO010837	ED155075
JC780299	ED154884	RC010565	ED154980	SO010838	ED155076
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JC780304	ED154889	SE023895	ED154984	SO010893	ED155081
JC780305	ED154890	SE023949	ED154985	SO010894	ED155082
JC780306	ED154891	SE023989	ED154986	SO010895	ED155083
JC780307	ED154892	SE024063	ED154987	SO010896	ED155084
JC780308	ED154893	SE024090	ED154988	SO010897	ED155085
JC780311	ED154894	SE024105	ED154989//	SO010899	ED155086
JC780312	ED154895	SE024112	ED154990	SO010901	ED155087
JC780313	ED154896	SE024114	ED154991//	SO010902	ED155088
JC780314	ED154897	SE024179	ED154992	SO010907	ED155089
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PS009899	ED154905	SE024226	ED155001	SO010923	ED155098
PS009901	ED154906	SE024227	ED155002	SO010925	ED155099
PS009906	ED154907	SE024228	ED155003	SO010926	ED155100
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PS009916	ED154910	SE024231	ED155006	SO010929	ED155103
PS009920	ED154911	SE024232	ED155007	SO010930	ED155104
PS009923	ED154912	SE024233	ED155008	SO010931	ED155105
PS009924	ED154913	SE024234	ED155009	SO010932	ED155106
PS009927	ED154914	SE024239	ED155010	SO010933	ED155107
PS009928	ED154915	SE024257	ED155011	SO010934	ED155108
PS009930	ED154916	SE024259	ED155012//	SO010941	ED155109
PS009931	ED154917	SE024261	ED155013	SO010942	ED155110
PS009932	ED154918	SE024262	ED155014	SO010943	ED155111
PS009934	ED154919	SE024263	ED155015	SO010944	ED155112
PS009937	ED154920//	SE024268	ED155016	SO010945	ED155113//
PS009938	ED154921	SE024269	ED155017	SO010946	ED155114
PS009939	ED154922	SE024270	ED155018	SO010947	ED155115
PS009940	ED154923	SE024272	ED155019	SO010948	ED155116
PS009941	ED154924	SE024274	ED155020	SO010949	ED155117
PS009942	ED154925	SE024276	ED155021	SO010950	ED155118
PS009943	ED154926	SE024277	ED155022	SO010951	ED155119
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PS009949	ED154929	SE024280	ED155025	SO010957	ED155122
PS009952	ED154930	SE024281	ED155026	SO010958	ED155123
PS009953	ED154931	SE024282	ED155027	SO010959	ED155124
PS009954	ED154932	SE024283	ED155028	SO010963	ED155125
PS009956	ED154933	SE024285	ED155029	SO010968	ED155126
PS009957	ED154934	SE024286	ED155030	SO010984	ED155127
PS009958	ED154935	SE024287	ED155031	SO010985	ED155128
PS009959	ED154936	SE024289	ED155032		
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PS009969	ED154939	SE024302	ED155035//	SP012459	ED155131
PS009970	ED154940	SE024303	ED155036	SP012462	ED155132
PS009972	ED154941	SE024304	ED155037	SP012490	ED155133
		SE024306	ED155038	SP012552	ED155134
RC010328	ED154942	SE024309	ED155039//	SP012561	ED155135
RC010411	ED154943	SE024310	ED155040//	SP012578	ED155136
RC010448	ED154944	SE024314	ED155041	SP012582	ED155137
RC010449	ED154945	SE024315	ED155042	SP012593	ED155138
RC010450	ED154946	SE024316	ED155043	SP012622	ED155139
RC010455	ED154947	SE024317	ED155044	SP012634	ED155140
RC010456	ED154948	SE024320	ED155045//	SP012643	ED155141
RC010467	ED154949	SE024321	ED155046//	SP012646	ED155142
RC010468	ED154950	SE024325	ED155047//	SP012675	ED155143
RC010481	ED154951	SE024327	ED155048	SP012698	ED155144
RC010482	ED154952	SE024328	ED155049	SP012700	ED155145//
RC010487	ED154953	SE024332	ED155050	SP012701	ED155146//
RC010488	ED154954	SE024333	ED155051	SP012704	ED155147
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RC010507	ED154956//	SE024335	ED155053	SP012738	ED155149//
RC010508	ED154957	SE024336	ED155054	SP012739	ED155150//

## New Thesaurus Terms

The following Descriptors have been added to the ERIC system since the publication of the seventh edition of the *Thesaurus of ERIC Descriptors* (published by Macmillan Information, Fall 1977, \$9.95).

Main Terms appear in all capital letters. Synonyms, referring the user to Main Terms, appear in upper and lower case. The dates following Main Terms indicate the month and year in which they were approved. The following abbreviations are used: SN = Scope Note; UF = Used For; Use = refers the user from a Synonym to a Main Term.

**Able Students (Del Jan78)**  
USE ACADEMICALLY GIFTED

**Academic Advisement**  
USE EDUCATIONAL COUNSELING

**ACADEMICALLY GIFTED** Jan. 1978  
SN Persons with superior ability or aptitude for academic learning.  
UF Gifted Students

**ACCESS TO EDUCATION** Sep. 1977  
SN Accessibility of an education to a student (including access to appropriate educational facilities, institutions, materials, and personnel).  
UF Educational Access

**Activity Learning (Del Jun78)**  
USE EXPERIENTIAL LEARNING

**ADULT DAY CARE** Mar. 1978  
SN Care of disabled adults (handicapped, elderly, and those who are ill) during the day, in which health and social services are offered by professional and paraprofessional staff.

**AFTER SCHOOL DAY CARE** Mar. 1978  
SN Care of school-age children after the end of the school day.

**ALARM SYSTEMS** Mar. 1978  
SN Methods and materials employed to sound or signal emergencies or impending dangers.  
UF Burglar Alarms  
Intrusion Detectors  
Smoke Alarms

**ANTHROPOLOGICAL LINGUISTICS** Oct. 1977  
SN Application of anthropological and linguistic techniques to the study of speech communities, particularly those with no writing system; attention is given to specific interrelationships in the concurrent and systematic development of culture and language.  
UF Linguistic Anthropology

**APATHY** Aug. 1978  
SN Lack of feeling about, or interest in, things generally found stimulating or interesting.  
UF Indifference

**BASKETBALL** Feb. 1978

**BICYCLING** Feb. 1978

**BIOMECHANICS** Mar. 1978  
SN Science of the action of forces, internal and external, on living things.

**BIRTH** Oct. 1977  
UF Childbirth  
Labor (Childbirth)  
Parturition

**Brochures**  
USE PAMPHLETS

**CANADA NATIVES** Aug. 1977  
SN Peoples indigenous to Canada (Canada's American Indians, Eskimos, or peoples whose ancestry is mixed with these groups).

**CARTOGRAPHY** Aug. 1977  
SN Science or art of making maps.  
UF Mapping

**Choreography**  
USE DANCE

**CLINICAL PSYCHOLOGY** Oct. 1977  
SN Branch of psychology devoted to psychological methods of diagnosing and treating mental and emotional disorders, as well as research into the causes of these disorders and the effects of therapy.

**CODES OF ETHICS** Jan. 1978  
SN Standards of ethical conduct, violation of which may subject individuals to disciplinary action.  
UF Honor Codes

**College Enrollment**  
USE ENROLLMENT

**College Registration**  
USE SCHOOL REGISTRATION

**COMMUNITY SATISFACTION** Jun. 1978  
SN The extent to which individuals or groups are content with the quality of life in their immediate locale.

**COMPETITION** Mar. 1978  
SN Rivalry between individuals or groups seeking the same object or goal.

**Computation**  
USE CALCULATION

**Consumerism**  
USE CONSUMER PROTECTION

**Continuing Education (Adults)**  
USE ADULT EDUCATION

**Continuing Education (Professional)**  
USE PROFESSIONAL CONTINUING EDUCATION

**COOPERATION** Mar. 1978  
SN Action on the part of individuals or groups integrated toward the achievement of a common purpose.

**Cultural Characteristics**  
USE CULTURAL TRAITS

**DANCE THERAPY** Feb. 1978  
SN The therapeutic use of rhythmic motor activity (folk dancing, ballroom dancing, exercising to music, etc.) as a bridge to mental or physical well-being.

**DEPRESSION (PSYCHOLOGY)** Aug. 1978  
SN Emotional state of dejection and sadness, ranging from mild discouragement to utter despair.  
UF Despair  
Despondency  
Dysthymia  
Melancholia

**Destiny Control**  
USE SELF DETERMINATION

**Diagnosis**  
USE IDENTIFICATION

**Diagnosis (Clinical)**  
USE CLINICAL DIAGNOSIS

**Diagnosis (Educational)**  
USE EDUCATIONAL DIAGNOSIS

**DIFFERENCES** Jan. 1978  
SN Distinguishing elements or factors which differentiate one entity from another.

**DISCLOSURE** Mar. 1978  
SN Communication of personal, organizational, or institutional information and records.  
UF Public Disclosure

**DISCOVERY PROCESSES** Jul. 1966  
SN (Scope Note Added) Ascertaining something existing but not yet known (Note: Do not confuse with "Inventions").

**DOWNS SYNDROME** Jan. 1978  
UF Mongolism

**ELIGIBILITY** Aug. 1978  
SN Qualifying for certain benefits or services (e.g., student eligibility for financial aid, institutional eligibility for accreditation, family eligibility for welfare assistance, employee eligibility for retirement).  
UF Institutional Eligibility  
Student Eligibility



**Emotional Insecurity**

USE INSECURITY

**Employment Discrimination**

USE EQUAL OPPORTUNITIES (JOBS)

**ENDOWMENT FUNDS**

Sep. 1977

SN Capital sums set aside as sources of income--the principal of each sum is usually left intact and invested, while the income may be expended.

UF Educational endowments

**ETHNICITY**

Oct. 1977

SN Identification with a specific kind of ethnic character, quality, or peculiarity; awareness of the ethnic character of oneself or others.

UF Ethnic Consciousness

Ethnic Identification

**EVALUATORS**

Sep. 1977

SN Individuals who collect information according to a design and use such information as a basis for judging either the absolute or relative value of programs, products, or personnel.

UF Evaluation Specialists

**Exceptional (Atypical) (Del Jan78)**

USE EXCEPTIONAL PERSONS

**Exceptional Children (Del Jan78)**

USE EXCEPTIONAL PERSONS

**EXCEPTIONAL PERSONS**

Jan. 1978

SN Persons atypical due to handicaps or giftedness.

UF Exceptional (Atypical)

Exceptional Children

Exceptional Students

**Exceptional Students (Del Jan78)**

USE EXCEPTIONAL PERSONS

**EXPERIENTIAL LEARNING**

Jun. 1978

SN Learning by doing; includes knowledge and skills acquired outside of book/lecture learning situations through work, play, and other life experiences.

UF Action Learning

Community Experience

Experience Based Education

Home Experience

Prior Learning (Experiential)

**Exploratory Learning**

USE DISCOVERY LEARNING

**FACULTY DEVELOPMENT**

Oct. 1977

SN Activities to encourage and enhance faculty professional growth.

UF Faculty Growth

Faculty Improvement

**FACULTY HANDBOOKS**

Aug. 1978

SN Guidelines developed and published by a school, college, or university that outline the duties of faculty members, their roles within the institution, procedures, and/or organizational information.

**FEAR OF SUCCESS**

Aug. 1978

SN Need to refrain from maximally utilizing one's abilities in achievement situations because of expected negative consequences.

UF Success Avoidance

**FEDERAL REGULATION**

Sep. 1977

SN Federal government control or influence based on legislation.

UF Federal Control

**FIELD EXPERIENCE PROGRAMS**

Jul. 1966

SN (Scope Note Added) Practical experiential learning activities under institutional or organizational sponsorship, usually away from the classroom or campus--associated most often with Grades 10-16, and characterized as less formal and concentrated than professional internship programs (Note: Before Jun78, the use of this term was not restricted by a Scope Note).

**Field Laboratory Experience**

USE FIELD EXPERIENCE PROGRAMS

**FUND RAISING**

Feb. 1978

SN Identifying, soliciting, acquiring, and cultivating financial resources (Note: Prior to Feb78, the instruction "Fund Raising, use Financial Support" was carried in the Thesaurus).

**Gifted Students**

USE ACADEMICALLY GIFTED

**GOVERNMENT SCHOOL RELATIONSHIP**

Sep. 1977

SN Any interaction of an educational institution or school district with a local, provincial, or central government.

UF School Government Relationship

**GRIEF**

Sep. 1977

SN Emotional state of intense sadness associated with external loss or deprivation.

UF Mourning

**Guards (Border)**

USE IMMIGRATION INSPECTORS

**GYMNASTICS**

Feb. 1978

**GYNECOLOGY**

Oct. 1977

SN Branch of medicine dealing with the diseases, hygiene, and reproduction functions of females.

**HEARINGS**

Sep. 1977

SN Sessions in which witnesses are heard and testimony is recorded (Note: For U.S. Congressional hearings, coordinate "Hearings" with such identifiers as "Congress," "Congress 95th," etc.).

UF Public Hearings

**HORSEBACK RIDING**

Feb. 1978

**Human Sexuality**

USE SEXUALITY

**ICE SKATING**

Feb. 1978

**IMMERSION PROGRAMS**

Aug. 1977

SN Educational programs in which all curriculum materials are taught in a second language, generally at the elementary level and almost always within the context of a first language school.

**INSTITUTIONAL AUTONOMY**

Sep. 1977

SN Freedom of an institution to act without external control.

**INTELLECTUAL HISTORY**

Aug. 1977

SN Branch of history that deals with the evolution of ideas, how these ideas were influenced by various factors, and what happens to these ideas or thoughts among people in a given society.

**INSTITUTIONAL CHARACTERISTICS**

Jun. 1978

SN Descriptive features of an institution, such as funding, size, demographics, and governance.

UF College Characteristics

School Characteristics

University Characteristics

**Institutional Differences**

USE DIFFERENCES (AND) INSTITUTIONAL CHARACTERISTICS

**Interest Centers**

USE CENTERS OF INTEREST

**INTERPERSONAL ATTRACTION**

Aug. 1978

SN Perceived personal qualities (physical, mental, emotional, and social) drawing persons to one another.

UF Attractiveness (between Persons)

**INVENTIONS**

Mar. 1978

SN Original products or processes (things not previously existing) developed by creative thought or experimentation--(Note: For "Discoveries," see the Descriptor "Discovery Processes").

**Job Discrimination**

USE EQUAL OPPORTUNITIES (JOBS)

**Job Tenure (Del Aug78)**

USE TENURE

**JOGGING**

Feb. 1978

SN The exercise of running at a slow, regular pace, often alternately with walking.

**Juvenile Delinquents**

USE DELINQUENTS

**LACROSSE**

Feb. 1978

**LANGUAGE DOMINANCE**

Aug. 1978

SN The bilingual or multilingual individual's greater command of one of the languages in his/her repertoire.

**LOAN REPAYMENT**

Feb. 1978

SN Repayment of financial debts or credits.

UF Defaulting on Loans

**LANGUAGE MAINTENANCE** Oct. 1977

SN The maintenance of a given language rather than its displacement by another language (includes maintaining the languages of cultural minority groups through family practices, rituals, concerted educational endeavors with society at large, etc.).

**Liability (Responsibility)**

USE LEGAL RESPONSIBILITY

**MAINSTREAMING** Jun. 1978

SN Progressively including and maintaining exceptional students (handicapped and gifted) in classes and schools with regular or normal students, with steps taken to see that special needs are satisfied within this arrangement.

UF Least Restrictive Environment (Handicapped)

**Malnutrition**

USE NUTRITION

**MATHEMATICAL FORMULAS** Aug. 1978

SN Equations or rules relating mathematical objects or quantities.

UF Mathematical Expressions

**Metrication**

USE METRIC SYSTEM

**MIDDLE MANAGEMENT** Jun. 1978

SN The intermediate level of management, excluding top-level management on the one hand and first-level supervision on the other.

UF Middle Level Management  
Midmanagement

**Minimum Competencies**

USE BASIC SKILLS

**Mongolism (Del Jan78)**

USE DOWNS SYNDROME

**MOVEMENT EDUCATION** Feb. 1978

SN Developing and applying coordinated and rhythmical body movements in learning situations.

**MULTICAMPUS COLLEGES** Feb. 1978

SN Higher education institutions, including universities, which have multiple (two or more) locations.

**Navaho (Del Jun78)**

USE NAVAJO

**NAVAJO** Jun. 1978**NONCAMPUS COLLEGES** Oct. 1977

SN Post-secondary institutions which disperse with the fixed campus in favor of rented, borrowed, or mobile facilities in many locations.

**NONPROFIT ORGANIZATIONS** Jan. 1978

SN Organizations not designed primarily to pay dividends on invested capital (Note: Prior to Dec77, the instruction "Nonprofit Organizations, use Voluntary Agencies" was carried in the Thesaurus).

**NOVELTY (STIMULUS DIMENSION)**

Mar. 1978

SN A stimulus dimension which reflects the quality or state of being new or unfamiliar to an individual.

**Nuclear Medicine**

USE RADIOLOGY

**ORIENTEERING**

Feb. 1978

SN The art or sport of cross-country navigation using a map and compass as guides—emphasis is on determining, then taking, the shortest and quickest way to a specified destination.

**PARENTAL FINANCIAL CONTRIBUTION**

Aug. 1978

SN Partial or complete support of a student's educational expenses by a parent.

**PEER INFLUENCE**

Feb. 1978

SN Pressure, either planned or unplanned, exerted by peers to influence personal behavior.

UF Peer Pressure

**PERSPECTIVE TAKING**

Oct. 1977

SN The ability to perceive, or to react to, given situations (whether physical, social, or emotional) from other than one's own egocentric point of view.

UF Role Taking

**PHARMACEUTICAL EDUCATION**

Aug. 1977

SN Formal study of the art and science of preparing and dispensing drugs and medicine.

**PHYSICAL ACTIVITY LEVEL**

Mar. 1978

SN Extent of motor behavior manifested by an individual or group.

UF Activity Level (Motor Behavior)

**PLACE OF RESIDENCE**

Jan. 1978

SN Locality of habitation including both site (geographic region) and type (housing).

UF Residential Location

**POPULAR CULTURE**

Sep. 1977

SN Artistic and commercial expressions which reach a majority of the people through mass media, mass production, or transportation.

UF Mass Culture  
Pop Culture

**PORTFOLIOS (BACKGROUND MATERIALS)**

Jun. 1978

SN Collections of records, letters of reference, work samples, etc., documenting skills, capabilities, and past experiences.

**PRAGMATICS**

Aug. 1977

SN The study of the aspects of meaning in language that are related to the use of language in a natural context.

**Priority Determination**

USE NEEDS ASSESSMENT

**PRIVACY**

Oct. 1977

SN Condition whereby individuals or their properties are free from unwarranted scrutiny.

**PROXIMITY**

Aug. 1977

SN Relative nearness in time, place, relationship, etc. (Note: Prior to Aug. 1977, the instruction "Proximity, use Distance" was carried in the Thesaurus).

**QUALIFICATIONS**

Jul. 1966

SN (Scope Note Added) Abilities, aptitudes, or achievements that suit individuals to particular positions or tasks.

**QUALITY OF LIFE**

Sep. 1977

SN Any combination of objective standards and subjective attitudes, both other- and self-imposed, by which individuals and groups assess their life situations.

UF Life Quality

**QUOTAS**

Jan. 1978

SN Numbers or percentages to be met for a specific objective.

**REGIONAL CHARACTERISTICS** Jan. 1978

SN Those identifying qualities or traits which constitute the essential nature of a geographic area's people and resources.

**Regional Differences**

USE DIFFERENCES (AND) REGIONAL CHARACTERISTICS

**Registration in School**

USE SCHOOL REGISTRATION

**Regular Class Placement (Del Jun78)**

USE MAINSTREAMING

**RESOURCE ROOM PROGRAMS** Oct. 1977

SN Special classroom programs in which a specially trained teacher provides instructional support for students referred by regular classroom teachers.

**RETRENCHMENT**

Aug. 1977

SN Reduction of costs or efforts, usually as an economic necessity.

**ROLLER SKATING**

Feb. 1978

**RUNAWAYS**

Aug. 1978

SN Persons who leave home without notice, and stay away for indefinite periods of time.

UF Adult Runaways

Juvenile Runaways

**RURAL NONFARM RESIDENTS**

Aug. 1977

**SCHOOL SECURITY**

Mar. 1978

SN Physical protection of school property, school personnel, and students from hostile acts or influences.

UF Campus Security

**Security (Del Mar78)**

USE SECURITY (PSYCHOLOGY)

**SECURITY (PSYCHOLOGY)** Mar. 1978

SN Being or feeling free from risk or uncertainty (Note: The Descriptor "Security," without parenthetical qualifier, was used from 1967 to Mar78).

UF Emotional Security

**SECURITY PERSONNEL** Mar. 1978

SN Persons employed by an institution or organization to provide physical protection from hostile acts or influences.

UF Guards (Security)

**SELF DETERMINATION** Mar. 1978

SN The right, power, opportunity, etc., of both individuals and peoples to determine their own destinies (Note: Prior to Mar78, the instruction "Self Determination, use Individual Power" was carried in the Thesaurus).

**Self Image**

USE SELF CONCEPT

**Senior Executives**

USE CHIEF ADMINISTRATORS

**SENIORITY** Jan. 1978

SN Priority in status or rank derived from age or length of service.

**SEX FAIRNESS** Aug. 1978

SN Not discriminating on the basis of sex (Note: Use for descriptions of materials, procedures, activities, or programs which treat the sexes equitably).

**SKIING** Feb. 1978

UF Snowskiing

**SMALL COLLEGES** Jan. 1978

SN Colleges with less than 2500 students.

**SORORITIES** Jan. 1978

SN Groups of women associated through social, scholastic, or professional interests.

**SQUASH (GAME)** Feb. 1978

SN Includes squash rackets and squash tennis.

**STATE HISTORY** Aug. 1977

SN History associated with individual states within the United States.

**Superior Students (Del Jan78)**

USE ACADEMICALLY GIFTED

**SURGERY** Oct. 1977

SN Branch of medicine which treats trauma and diseases wholly or in part by manual and operative procedures.

UF Operations (Surgery)

**SWEDISH** Mar. 1978**TECHNOLOGY TRANSFER** Mar. 1978

SN Transfer of research results, technological developments, or knowledge from an original application to other settings.

**TENURE** Jul. 1966

SN (Scope Note Changed) Status of a person in a position or occupation (i.e., length of service, terms of employment, or permanence of position).

**Top Level Managers**

USE CHIEF ADMINISTRATORS

**TORTS** Jan. 1978

SN Private or civil wrongs, not including breach of contract, for which perpetrators may be legally prosecuted and injured parties may be compensated.

**Transcripts (Academic)**

USE ACADEMIC RECORDS

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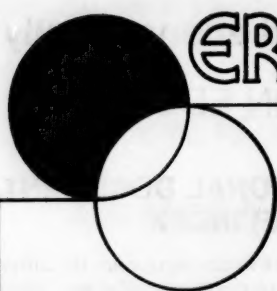
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